ED 335 441 AA 001 216

Resources in Education (RIE). Volume 27, Number 1.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 335 460 CE 058 571

Turner, Terilyn C.; Frick, Elizabeth
Use of Technology in Adult Literacy: Minnesota s Programs.
PUB DATE- 90
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- *Adult Basic Education; Adult Learning; *Adult Literacy; College Students; *Computer Assisted Instruction; Computer Managed Instruction; Cooperative Programs; Courseware; Developmental Programs; Educational Technology; Higher Education; Learning Disabilities; Library Services; Limited English Speaking; *Literacy Education; Nontraditional Students; Physical Disabilities; Program Descriptions; Rehabilitation Programs; Rural Areas; Urban Areas
IDENTIFIERS- *Minnesota

This monograph presents the state of the art of computer-assisted instruction for students in adult basic education (ABE), developmental education, and rehabilitation programs. The 12 articles are written by practitioners for practitioners and describe programs being provided by public schools, community colleges, libraries, volunteer agencies, and a rehabilitation facility in rural, suburban, and urban settings. Suggestions are offered as to what software programs have been effective with students, how cooperative programs between agencies are being implemented, how computer-assisted instruction supplements volunteer tutorial programs, and how rural areas with limited funding can use technology. Articles include the following: "The Computer-Assisted Literacy Center in the Duluth Public Library" (Kaufer); "Helping College-Level Learning Disabled Students through Computer-Assisted Instruction" (Frederickson); "Computer-Assisted Instruction as a Motivational Tool for Adult Learners and Management Tool for Instructors" (Eisenreich); "The Metro North Reading Lab: Enhancing Nontraditional Adult Learning" (Fedje); "The Use of Technology in Rural Minnesota ABE Programs" (Berg); "The City Mouse and the Country Mouse" (Willette); "Important Considerations in Educational Technology for Physical and Sensory Deprived Adults" (Strand); "Technology for the 90s: Where We re At; Where We re Going" (Bredemus); "Raise the Curtain" (Olson); "Notes from Minnesota s North Woods" (Arenz); "Literacy Software: Resources for ESL and Native Speakers" (Adkisson); and "PALS in Rochester" (Rabe). Appendixes list authors and addresses, software and hardware, and vendors. (YLB)

ED 335 479 CE 058 598

Waugh, Sue

Workplace Literacy National Forum Sponsored by Frontier College Report (Toronto, Ontario, Canada, December 6-7, 1990).

PUB DATE- Jan 91

NOTE- 24p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Education; *Adult Literacy; Adults; Basic Skills; Economic Factors; English (Second Language); Foreign Countries; *Job Skills; Networks

IDENTIFIERS- Canada; Frontier College (Canada); *Workplace Literacy

Frontier College hosted a 2-day national forum to discuss workplace literacy issues. The following issues were identified for inclusion: (1) delivery models for workplace literacy; (2) "show and tell" sessions; (3) networking opportunities; (4) discussion of literacy and English-as-a-Second-Language training; (5) services and supports to those in the workplace who are not literacy trainers; (6) success stories; (7) getting employers involved in addressing literacy; and (8) evaluation of programs. This report documents the forum proceedings and includes the following items: (1) a description of the forum process and objectives; (2) a summary of group discussions and individual presentations; (3) participants recommendations for future forums; and (4) facilitator s recommendations, which included holding the forum once or twice per year and expanding it to other service providers, employers, and unions. (NLA)

ED 335 498 CE 058 658

Allied Health Occupations. Final Report.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 28 Aug 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Anatomy; Behavioral Objectives; Bioethics; Biological Sciences; *Career Education; *Career Exploration; Careers; Competency Based Education; Curriculum Guides; Employment Opportunities; Experiential Learning; Grade 11; Grade 12; High Schools; *Interpersonal Communication; Learning Activities; Medical Services; Medical Vocabulary; Physiology

A curriculum is provided for a full-year course that offers a practical and career-oriented exploratory program dealing with allied health careers. Targeted for high school juniors and seniors with little or no life science background and an interest in health occupations, the course is designed to be a hands-on, experience-oriented practical treatment of many areas included under the heading of allied health professions. Course objectives and skills are listed. Seven units are as follows: health care systems; interpersonal communication skills; basic health care skills; anatomy and physiology; vocational opportunities; medical ethics; and medical terminology. Each unit consists of these components: time allocation; objectives; content outline; list of activities; suggestions for evaluation; bibliography; and list of additional resources (media and software). Other contents include a suggested topics and time sequence, suggested weekly organization, a list of allied health occupations contact people (collaborating agencies and representatives for the central Connecticut region), and a 37-item bibliography. (YLB)

ED 335 519 CE 058 736

Groff, Warren H.
Toward the 21st Century: Preparing Strategic Thinkers in Vocational, Technical, and Occupational Education for Restructuring Establishments.
PUB DATE- Aug 91
NOTE- 299p.; For related documents, see ED 272 247, ED 290 860, and ED 319 882.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; *College Faculty; Community Colleges; Critical Thinking; Doctoral Degrees; *Doctoral Programs; Higher Education; Industrialization; Institutes (Training Programs); *Labor Force Development; Leaders; *Leadership Training; Program Development; Program Implementation; *Seminars; Student Research; Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- Nova University FL; *Strategic Planning

This report describes how Nova University started the Ed.D. Programs for Higher Education with a focus on preparing community college personnel. The Vocational, Technical, and Occupational Education (VTO) specialization consisted of two seminars: Personnel--Human Resources Development (P-HRD) and Emergence of VTO. The program focused on preparing transformational leaders who think strategically about fundamental restructuring of establishments created in the industrial era. The seminars were offered in a format linked to the Summer Institute (SI). Students received materials and completed assignments prior to the SI, participated in SI activities that consisted of a theme and specialization sessions, and produced a synthesis paper. Related activities included workshops and practica. Following the eight-page report are these appendixes: (1) P-HRD materials, including a resource manual with readings, practicum and research project ideas, proposal development and evaluation protocols, and sources of information; (2) E-VTO materials; (3) titles of VTO and HRD practica undertaken as related activities; and (4) materials from the "Leadership for Innovation and Change" workshop. A postscript provides information on the author. The following student seminar papers by Polly Schultz are provided: "Redesign of the Education System"; "The Emergence of the Technical Society"; "Studies about Education"; Intellectual Capital Formation"; "Relevant VTO Materials"; and "Intrapreneurship in Postsecondary Education." (YLB)

ED 335 538 CE 058 777

Sanyal, Bikas C.; And Others
Education, Employment and Work. Report of an Intensive Training Course (Gaborone, Botswana, June 27-July 14, 1989).
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.; International Development Research Centre, Ottawa (Ontario).; Swedish International Development Authority (SIDA).
PUB DATE- 90
NOTE- 211p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Developing Nations; Economic Development; *Educational Needs; *Education Work Relationship; Employment Practices; Employment Projections; Entrepreneurship; Females; Foreign Countries; Information Systems; Job Development; Job Training; Labor Economics; *Labor Force; *Labor Force Development; Labor Needs; Males; Postsecondary Education; Secondary Education; *Small Businesses; Wages
IDENTIFIERS- *Africa; Sri Lanka

Following a summary of the discussions of an intensive training course on education, employment, and work conducted in Botswana, this document contains the following 18 papers presented at the training course: "Education and Employment in Africa: An Overview" (Sanyal); "Diagnosis of the Employment Situation: Some Basic Concepts" (Varghese); "Exercise: Diagnosis of the Employment Situation (Sanyal); "Estimation of Manpower Demand and Supply" (Sanyal); "Projecting Manpower Demand and Supply: An Exercise on Sri Lanka" (Varghese); "Earning Functions: The Theory" (Camara); "Practical Exercises on: The Earnings Function" (Kann, Sanyal); "Theories of Labour Market" (Varghese); "Tracer Studies to Relate Education with Employment for Development of Human Resources" (Sanyal); "Tracer Studies in Botswana" (Kann, Chilisa); "Practical Exercises on Tracer Studies" (Sanyal, Kann); "The Informal and Micro-enterprise Economy in Africa: New Challenges for Planners" (King); "Botswana s Informal Sector" (Kann); "An Exploration of the Informal Sector in Gaborone: Results of an Informal Survey " (Kann); "Education and Productive Work" (Hoppers); "Gender, Education, Work and Earnings in Botswana" (Kann); "An Occupational Information System for Botswana" (Nkambwe); and "Strategies for a Better Match between Education and Employment: A Synthesis of Discussions and Ideas" (Sanyal, Varghese, and Hoppers). Appended to the document are an opening address by K. P. Morake, Botswana Minister of Education, and a closing statement by P. H. K. Kedikilwe, Minister of Presidential Affairs and Public Administration, the workshop program, and a list of participants. (KC)

ED 335 557 CE 058 840

Job Training Partnership Act. Inadequate Oversight Leaves Program Vulnerable to Waste, Abuse, and Mismanagement. Report to Congressional Requesters.

PUB DATE- Jul 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audits (Verification); Compliance (Legal); *Employment Programs; *Federal Programs; *Job Training; *Money Management; Postsecondary Education; *Program Administration; Program Improvement; State Programs
IDENTIFIERS- *Job Training Partnership Act 1982; Program Monitoring

An assessment was made of the Job Training Partnership Act (JTPA) s vulnerability to waste, abuse, and mismanagement and the adequacy of federal, state, and local program oversight to prevent and detect such practices. The study examined JTPA activities in 2 federal regions, 6 states, and 12 service delivery areas, mostly for the program year ending June 30, 1990. Programs with known problems were not studied. The study found the following: (1) improper spending of JTPA funds on program administration and training contracts has reduced the amount available for training and placement assistance, and federal oversight has not detected these problems; (2) examples of misspending included misclassifying administrative expenditures in nine of the service delivery areas--so that violations of limitations on administrative spending were camouflaged, on-the-job training contracts for excessive training, and improper or unsupported payments being made to training vendors; and (3) state monitoring efforts and independent audits did not detect these practices. The study concluded that federal and state oversight of the JTPA program is inadequate to ensure that incidents of waste, abuse, and mismanagement are detected and that such practices are minimized. The study recommended that technical assistance be provided to states for the development and implementation of monitoring procedures and that policy guidance should be developed to clarify regulations regarding accounting, on-the-job training contracts, and purchasing controls. (KC)

ED 335 577 CG 023 570

Dixon, David N.; Tess, Daniel E.

Attributions of Counseling by Counselor Trainees and Supervisors over Time.

PUB DATE- Aug 91
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; College Students; *Counseling; *Counselor Attitudes; *Counselor Training; Graduate Students; Higher Education; *Supervision; Supervisory Methods
IDENTIFIERS- Counseling Psychology

In attempting to understand their own behaviors and that of others, people make different attributions about causes. During the process of supervision, supervisors and counselor trainees make many attributions, including those about client, trainee, and supervisor behavior. A supervision analogue was used to examine attributional processes in counselor supervision. Specifically, differences between counselor trainees and supervisors and changes during the supervision process were hypothesized. Confederate clients (N=16) who were college students, counselor trainees (N=13) who were master s degree students, and supervisors (N=9) who were advanced level counseling psychology doctoral students participated in the study. Results failed to confirm previous findings of differences between trainees and supervisors, but did show significant changes over time for both parties on the attributional measures of locus, stability, and controllability of causality. Counselor trainees were seen more as the locus of causality, and the causes for the events in the analogue counseling sessions were seen as more stable and controllable as supervision progressed. Approaching supervision from an attributional perspective holds promise for understanding the supervision process. Previous research has documented differences in attributions between supervisors and trainees, and this study demonstrated changes in supervision that occur over time. (Author/ABL)

ED 335 597 CG 023 590

Clark, Keith Edward
The Psychological Effects of Husband/Father Separation and Reunification in Military Families.
PUB DATE- Jun 91
NOTE- 44p.; Psy.D. research paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adjustment (to Environment); Depression (Psychology); Family Problems; Family Size; *Family Structure; Fatherless Family; *Military Personnel; *War

This document reviews the literature from 1949 to the present on psychological effects of husband/father separations and reunifications upon military families. Separations are limited to those that result directly from military duties; divorces, deaths and other permanent separations are not included. The review is organized into two parts, the first examining the psychological effects of husband/father separation and reunification in peacetime and the second examining the same effects during armed conflict (World War II and the Vietnam War). None of the research reviewed related to the Korean War or to any short-term conflicts such as the Grenada and Panama invasions or the recent Persian Gulf War. The research reviewed on peacetime separations suggests that the wife usually experienced an increase in personal problems during the separation and that the children could experience substantial emotional and behavioral difficulties. The literature reviewed on wartime separations included studies of husbands/fathers who were sent into combat, some of whom became prisoners of war (POWs). The research reviewed suggests that exposure to combat increases the likelihood of marital and family problems. For POW families, the literature suggests that length and quality of marriage prior to captivity and the wife s emotional functioning were significantly correlated with how well the family adjusted to reunification. Methodological limitations of the research reviewed are discussed and areas for future research are identified. (NB)

ED 335 617 CG 023 610

McAdams, Jimmy
Improving the Morale Level of Direct-Care Staff in a Residential Group Setting through Support, Communication, and Recognition.
PUB DATE- 91
NOTE- 55p.; Ed.D. practicum report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; Children; *Employee Attitudes; Employer Employee Relationship; *Institutional Personnel; Job Performance; *Morale; *Professional Recognition; *Residential Care; *Work Attitudes
IDENTIFIERS- Employee Attrition

This practicum sought to elevate the morale level of direct-care staff in a residential group care setting providing residential care to dependent, neglected, and/or abused children ages 7 through 17. Four solution strategies were attempted that addressed the areas of staff support, communication, and recognition. A representative of a top administrative position conducted personal visits with staff at service sites. Three roundtable dialoguing meetings were held within each of three regions. Agency communication was enhanced through retargeting and increasing the frequency of an intra-agency publication so that its focus was on direct care staff. All staff were deputized to assist administration in identifying and recognizing direct-care staff who demonstrated exemplary service. A system was established for receiving and acknowledging recommendations and for inducting selected staff members into an honor society. Two of three objectives were met with the third being impacted through an unexpected turn of events unrelated to the solution strategies. Turnovers which had averaged 10 per quarter were reduced to zero during the implementation period. Supervisors of direct-care staff reported improvement in the general morale levels of their supervisees following implementation. While self-reported job satisfaction ratings among these staff reflected some improvement, the degree of improvement did not meet the objective. The results clearly demonstrated the potential of proactive intervention techniques for improving the morale level of staff. (Author/ABL)

ED 335 637 CS 010 649

Lim, Jo Ann; Abell-Victory, Julie
A B=1,2,3 (Language Arts/Mathematics Connection).
PUB DATE- May 91
NOTE- 38p.; Workshop presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Curriculum Development; Elementary Education; Elementary School Mathematics; Instructional Innovation; Instructional Materials; *Interdisciplinary Approach; *Language Arts; Learning Activities; Mathematical Enrichment; *Mathematics Instruction

This collection of teaching materials contains information and activities which connect language arts and mathematics. Materials in the collection include: a statement of fundamental assumptions about language, literacy, and learning; objectives for mathematics as communication and mathematical connections; a discussion of a new approach to teaching math which draws on the best features of language teaching; and numerous class activities such as giving and following directions, techniques of shared reading, a place value mat, a description of learning logs, making a math story, collecting and organizing data, and examples of how poems can be part of a math lesson with specific math objectives, materials, directions, and activities based on each poem. A 220-item bibliography is attached. (SR)

ED 335 658 CS 010 681

Adams, Becky J.
On the Move: Educating the Whole Child.
PUB DATE- May 91
NOTE- 20p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991). Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *High Risk Students; Instructional Effectiveness; Junior High Schools; *Language Arts; Program Descriptions; *Remedial Programs; Writing Skills
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Illinois

Prairie-Hills Junior High School, located in a suburban school district 25 miles south of Chicago, has a Chapter 1 replacement language arts model that is remedial focusing on spelling, grammar and writing skills. In the classroom there is lots of interaction, lots of oral reading, discussing, and deciding. Students in the Chapter 1 program follow a regular 7-period schedule except that the Chapter 1 staff has input when there are choices to be made relative to students support system. Components of the program include: (1) peer tutoring; (2) a critical thinking skills program; (3) STAGES (designed by classroom teachers and counselors from the Irvine School District in California; (4) a district-wide parent education program focusing on the at-risk family; (5) a junior high outreach program for those students who are suspended from school, and (6) after-school programs for latch-key children and children in need of tutorial help. Some of the seventh-grade students who go on to the eighth grade are chosen to work on their own newsletter "On the Move." One particular student was "shadowed" for his entire school day on three separate days. The student social and writing skills continue to improve. (Samples of students correspondence, and a figure outlining the STAGES program are included.) (RS)

ED 335 678 CS 212 952

Dyson, Anne Haas; Genishi, Celia
Visions of Children as Language Users: Research on Language and Language Education in Early Childhood. Technical Report No. 49.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; Classroom Research; Early Childhood Education; Evaluation Methods; Grade 1; Kindergarten; *Language Acquisition; *Language Arts; *Language Research; Literature Reviews; *Student Evaluation; Young Children
IDENTIFIERS- Emergent Literacy

This paper discusses how the vision of the child as a member of a community has been reflected in and has helped shape recent research in language arts education in early childhood. The paper discusses how researchers in language arts education have focused on (1) a range of genres (socially defined language events), including how children use oral and written language to construct or respond to narratives, to explore and gain information about the world, and to offer information to others; and (2) individual and sociocultural variation in children s language usage, emphasizing differences in the kinds of genres with which children are familiar. The paper weaves discussion of these themes of dialogue, of genres, and of individual and sociocultural variation (as exhibited in a K/1 classroom of active talkers, readers, and writers who nevertheless scored low on standardized tests) throughout a discussion of research on young children s language use, including their talking, writing, and responding to literature. The paper also considers curricular and assessment issues raised by the teacher and students in that classroom. The paper concludes that classrooms supported by the kind of research reviewed in this paper value language as just one critical tool that children and teachers use to make sense of experience and that both curriculum and assessment for all children need to be developed from within, within classroom communities that acknowledge the uniqueness of each child. One hundred seventy-two references are attached. (RS)

ED 335 698 CS 212 996

Ideas Plus: A Collection of Practical Teaching Ideas. Book Nine.

PUB DATE- 91
NOTE- 66p.; For Book Eight, see ED 322 528.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Class Activities; Communication Skills; Elementary Secondary Education; *English Instruction; *Language Arts; *Learning Activities; *Literature Appreciation; Prewriting; Self Evaluation (Groups); Student Motivation; Teacher Developed Materials; Teacher Student Relationship; Teaching Methods; *Writing Exercises; Writing Improvement; *Writing Instruction
IDENTIFIERS- Collaborative Learning

Contributed by English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration and include activities where students become acquainted with another student, express themselves through a personalized license plate, take a stand on a controversial issue, find an outlet for expressing criticism, and post their views on books and reading. Included are across the curriculum activities that highlight the role of language and ideas that feature figurative language, concrete descriptions of abstract terms, and taking possession of favorite words. Activities in the second section are designed to stimulate an appreciation and understanding of literature and include teaming contemporary musicians with Puritan writers, placing mythological characters in present-day settings, and learning through collaboration. In addition, there are ideas for assisting with book selection, familiarizing students with library resources, and providing an alternative to the standard book review. Teaching ideas in the third section are designed to encourage the flow of words and ideas and to stimulate students interest in writing. Included are activities in which students write about art and write to music, a plan for establishing teacher-student correspondence, and strategies for producing descriptive writing, explanatory writing, composite autobiographies, and fictional research reports. (PRA)

ED 335 719 CS 507 541

Vallin, Marlene Boyd

An Empirical Investigation of the Canon of Delivery: The Relationship of Mode of Delivery to Effectiveness in Public Communication.

PUB DATE- Apr 91

NOTE- 22p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; *Communication Skills; Higher Education; *Persuasive Discourse; *Public Speaking; *Rhetorical Theory; Undergraduate Students

IDENTIFIERS- *Extemporaneous Speaking; Speech Research

A study analyzed quantitatively the effectiveness of public communication as practiced by college students in an introductory speech course. The aim of the study was to test empirically the principles of rhetorical theory on which the teaching of beginning public speaking is commonly based. The study investigated the relationship of mode of delivery--extemporaneous and manuscript--to effectiveness in public communication. Twenty-four samples of extemporaneous and manuscript taped speeches given by undergraduate students were analyzed by students in a communication theory course. Results indicated a significant relationship between the mode of delivery chosen by the speaker and the criteria on which the speech was evaluated. Credibility of the speaker, adaptation to the audience, the use of delivery techniques, and total effectiveness of the communication had a greater significant relationship to the mode of delivery than to organization of ideas and development of ideas. Results also showed a significant relationship between the mode of delivery chosen by the speaker and the positive effectiveness of his/her communication. Most of the speeches ranked superior in every criterion were delivered in the extemporaneous mode. Results seem to indicate that if a student speaker chooses the extemporaneous mode, he/she has a better chance of becoming a successful speaker. (Seven tables of data are included; 16 references are attached.) (Author/PRA)

ED 335 740 EA 023 199

Anderson, Virginia Homeier
The Overage Student: Candidate for School Failure.
PUB DATE- 90
NOTE- 154p.; Ed.D. Dissertation, Portland State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Failure; *Age Grade Placement; *Grade Repetition; *High Risk Students; Intermediate Grades; Junior High Schools; Low Achievement; *Student Placement; Student Promotion

Elementary students who are overage due to retention are compared with those who are overage for other reasons on both at-risk indicators and demographic factors. Records of 127 fifth, sixth, and seventh graders were examined with respect to student performance on academic indicators of at-risk behavior. Findings indicate that overage students were at greater risk for failure to complete academically appropriate programs than were other members in their cohort and that grade retention was not a significant factor of academic failure. No significant differences were found to exist among the academic indicators of at-risk performance, absence, and demographics between those retained and those not retained. Recommendations are made to consider interventions and practices other than in-grade retention and to reexamine district policies. Thirty-four tables are included. (132 references) (LMI)

ED 335 762 EA 023 234

Castle, Shari; Gillingham, Mark G.
Audience in School Renewal: Electronic Networking in Schools, across Schools, and across Groups.
PUB DATE- Apr 91
NOTE- 80p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication (Thought Transfer); *Computer Networks; *Computer Uses in Education; Educational Change; Educational Innovation; Elementary Secondary Education; *Information Networks; Information Transfer; Social Networks
IDENTIFIERS- *School Renewal Network

The School Renewal Network, an interactive knowledge base on school reform, was created to provide opportunities for educational practitioners to have an audience for, make notations of, and reflect upon practical wisdom for the teaching culture. To appraise the network s effectiveness in meeting its goals and the nature of its interactions, data derived from all 1990 network computer log files as well as 34 of 40 surveys and 103 interviews with participants were analyzed. Findings indicated that a public and private audience does exist on the network; however, practitioners did not find the audience accessible or compelling enough to be useful for notations and reflections. Results also indicated that interactions needed to be wider and deeper with more feedback for the network to have an impact on its participants. Seven tables are used to illustrate data analysis. Appendices A through C contain the diagram of the network s organization, PSI-NET Conference and session structure, and survey of participating practitioners. (26 references) (EJS)

ED 335 785 EA 023 267

Funding Education under the Quality Education Act of 1990.
PUB DATE- Jun 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Categorical Aid; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; *Finance Reform; Fiscal Capacity; *Foundation Programs; *State Aid; State Legislation; State School District Relationship
IDENTIFIERS- *New Jersey; *Quality Education Act 1990 (New Jersey)

New Jersey s school funding reform initiative, the Quality Education Act of 1990 and its 1991 amendments, are described in this booklet. The amendments attempt to equalize the tax burden of all districts, provide property relief, and impose stricter spending limitations. In the new foundation funding system, the state provides aid based on a district s capacity to meet the state-determined, statewide standard of per-pupil expenditures. The distribution of each of the types of state education aid are described. The first section provides information on state foundation aid, such as calculation of the maximum foundation budget, district local fair share, and state foundation aid; on spending limits; and on special needs districts. State aid for other costs is described in the next section, which includes categorical aid for special and bilingual education, at-risk students, and county vocational schools; state aid for transportation, pension and social security, and debt service; and transition aid. Appendices describe the calculation of state education aid for a sample district, special needs districts, special education categories, state aid totals for 1991-92, and the impact of Quality Education Act amendments. A glossary is included. (LMI)

ED 335 808 EC 300 064

Rogers, Sally J.; And Others
Three Studies of Attachment in Autism.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; *Autism; Behavior Change; *Behavior Development; Child Development; Chronological Age; Interaction; Language Proficiency; Longitudinal Studies; Mental Age; *Security (Psychology); Young Children
IDENTIFIERS- Impairment Severity; *Pervasive Developmental Disorders

Three studies examined proximity and contact behaviors (behaviors generally thought to be indicative of attachment relationships) in young autistic children. The first study examined the behavior of 32 young autistic children and children with pervasive developmental disorders (PDD) in a "strange situation" paradigm using four interactive subscales (proximity and contact seeking, contact maintenance, contact resistance, and proximity avoidance). Analysis revealed correlates between developmental variables involving chronological age, mental age, and language levels and overall attachment rating. However, no relationships between severity of autism and attachment ratings were found. The second study compared 17 of the original subjects to a matched group of nonautistic children with developmental and behavioral disorders. Frequency and distribution of overall security ratings were similar in both groups. However, the autistic/PDD group, unlike the comparison group, demonstrated significant relationships between overall security ratings and the developmental variables of chronological age, mental age, and language ability. The third study involved a longitudinal study of changes in overall security rating in the autistic/PDD subjects. Preliminary findings suggest that the PDD group demonstrated increases in overall security ratings over an 8-month period of time, as would be expected if developmental variables were contributing to security. It is concluded that forming attachment relationships may involve unique difficulties and processes for young PDD children. (JDD)

ED 335 829 EC 300 571

Matthews, Cherritta L.
Comprehensive System of Personnel Development (CSPD), 1990-1991.
PUB DATE- 91
NOTE- 65p.; For the 1989-90 report, see ED 329 029. Statistical tables contain faint print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Inservice Teacher Education; *Needs Assessment; Postsecondary Education; *Preservice Teacher Education; *Staff Development; State Programs
IDENTIFIERS- *Comprehensive System for Personnel Development; *Delaware; Education for All Handicapped Children Act

This report describes the specific requirements of Public Law 94-142 (the Education for All Handicapped Children Act) concerning the establishment of a Comprehensive System of Personnel Development (CSPD), Delaware s CSPD system, and a proposed action plan. The scope of the CSPD system includes inservice and preservice training for general and special education personnel based on an annual needs assessment, procedures to ensure that all personnel necessary to carry out the requirements of the Act are qualified, and procedures for acquiring and disseminating significant information derived from research and demonstration projects. Individual sections of this report address: scope of the system, participation, annual needs assessment (including detailed tables showing results of the 1990 needs assessment), inservice and preservice training plans, dissemination and adoption, and evaluation. Three appendixes present the 1990 Training Needs Survey, aggregate data on training priorities and sub-categorical preferences, and training priorities by program or teacher type. (Author/JB)

ED 335 850 EC 300 592

Intriligator, Barbara A.; Goldman, Harvey
The Part H Initiative: Towards a Community-Based Service Delivery System for Infants and Toddlers with Handicaps and Their Families.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Feb 89
NOTE- 159p.; For a related document, see EC 300 591. Small, filled type in figures 1 and 2 may affect legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); *Agency Cooperation; At Risk Persons; Case Studies; *Community Programs; Cooperative Planning; Coordination; *Delivery Systems; *Disabilities; Early Intervention; Educational Legislation; Federal Legislation; Infants; Information Needs; *Local Government; Parent Attitudes; Preschool Education; Program Development; Staff Role; *State Government; Technical Assistance; Toddlers
IDENTIFIERS- *Education of the Handicapped Act 1986 (Part H)

This report examines issues that need to be addressed to create a comprehensive community-based early intervention system, in conjunction with provisions of Part H of Public Law 99-457. The report examines issues addressed by service providers in local jurisdictions developing programs for infants and toddlers with handicaps and their families, and reviews relationships between and among State and local planning initiatives. The research was designed as a case study of a mid-Atlantic State with a variety of demographic characteristics. Data were gathered through interviews with 30 state officials, 30 parents, 9 pediatricians, and 50 personnel from local jurisdictions. Findings are presented as they relate to information and accessibility issues, local planning issues and concerns, and state/local relationships. Recommendations and action steps for developing a community-based Part H service system are outlined. Technical assistance activities suggested by the study findings are discussed. Appendixes contain: (1) an executive summary of "A Profile of State Interagency Efforts for Children with Special Needs and Their Families" (EC 300 591); and (2) a discussion of the features of interagency efforts in terms of cooperation, coordination, and collaboration. (JDD)

ED 335 871 FL 019 324

Lambert, Richard D.
Implications of the New Dutch National Action Plan for American Foreign Language Policy. NFLC Position Papers.

PUB DATE- Jun 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Centralization; Comparative Education; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Language Planning; *Language Role; Language Tests; Postsecondary Education; *Public Policy; Second Language Instruction; *Second Languages; Testing
IDENTIFIERS- *Netherlands; United States

Treatment of some issues in a new Dutch plan for foreign language instruction is compared to treatment of similar issues in the United States. The Dutch plan assumes that centralized, national planning is essential, with the various segments of the foreign language instructional system being assigned interlocking roles and responsibilities. American education has resisted this degree of national policy planning for language instruction. The Dutch plan also gives a great deal of attention to decisions about which languages will be required or offered in different institution types, and to differentiating between required and optional languages. Unlike the American system, which encourages proliferation, the Dutch decision has been to limit and make consistent the languages taught at various levels. In the Dutch plan, the level at which each language should be taught, how long it is taught, and to what students is specified, a policy option not taken in the United States. In addition, while the Dutch plan incorporates a well-developed occupation-oriented language instruction system in the same framework as in the formal school system, in the United States, adult/occupational language training is planned separately. Testing standards and procedures are centralized in the Netherlands and not in the United States. (MSE)

ED 335 893 FL 019 346

Goad, Heather
The Function of the Obligatory Contour Principle in English: Evidence from Child Language.
PUB DATE- Apr 89
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number 28, p115-122, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Child Language; Comparative Analysis; Grammar; *Language Acquisition; Language Research; Linguistic Theory; *Morphology (Languages); *Suprasegmentals
IDENTIFIERS- *Obligatory Contour Principle

A study investigated the order of acquisition of inflectional morphology in English within morphemes, focusing on late acquisition of one allomorph of the plural. It is proposed that late acquisition is rooted in the operation of the Obligatory Contour Principle (OCP), which states that at the melodic level, adjacent identical elements are prohibited. The OCP and its operation in English are described. Based on data on acquisition of the allomorph in question, it is argued that the underlying phonological representation of the plural is a single consonant /z/, not a syllable incorporating a schwa, and that the OCP operates to trigger epenthesis of the schwa rather than to block its deletion. (MSE)

ED 335 917   FL 019 406

Poruciuc, Adrian
Folk Etymology (In English and Elsewhere).
PUB DATE- 91
NOTE- 7p.; In: Kansas Working Papers in Linguistics, 1991, v16; see FL 019 402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Diachronic Linguistics; Dictionaries; English; *Etymology; *Folk Culture; Language Research; *Linguistic Borrowing; Linguistic Theory; *Phonetics; *Rumanian; *Semantics; Uncommonly Taught Languages

Folk etymology is defined as a change in word or phrase form resulting from an incorrect popular idea of its origin or meaning. Irregular phonetic-semantic shifts are produced by inter-language borrowing or by intra-language passage from one period to another. These shifts are more common in periods when there are no, or few, normative factors such as schooling or scholarly preoccupation with language. Both common words and proper names can suffer distortion. For example, English toponymic folk-etymologies may have both diachronic and interlinguistic sources. Deviations may also be caused by archaic grammatical markers that have been preserved as parts of certain names (e.g., Latin "-um" changed to "-ham" in place names). These have survived more in place-names than in common words. Some English two-word phrases have emerged through folk etymology (e.g., "asparagus" to "sparrow grass"). Sometimes folk-etymological deviations may not only be fixed in a receiving language but also become international by subsequent borrowing, with some becoming fixed through inclusion in the dictionary. Even the most serious dictionaries perpetuate old etymological errors. (MSE)

ED 335 442 CE 057 036

DesLauriers, Robert C.
The Impact of Employee Illiteracy on Canadian Business. Report 58-90-E.
PUB DATE- Aug 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Business Responsibility; Developed Nations; *Economic Development; *Employer Attitudes; *Employment Practices; Foreign Countries; *Functional Literacy; *Illiteracy; Job Training; Private Sector
IDENTIFIERS- *Canada; *Workplace Literacy

A study was conducted to analyze the impact of employee illiteracy on Canadian businesses. The opinions of 626 vice presidents of human resources or general managers were collected in a random sample of 2,000 Canadian establishments with more than 50 employees and 300 head offices of larger firms (25 percent return). The information was supplemented by a series of 13 case studies and a round table of literacy experts. Some of the principal findings of the study were as follows: (1) 70 percent of the 626 surveyed companies feel that they have a significant problem with functional illiteracy; (2) 26 percent of employers responding report that illiteracy has slowed down the introduction of new technology, and 34 percent report that it impedes training; (3) 27 percent of reporting companies indicate that product quality is adversely affected by illiteracy in the work force; (4) 40 percent of companies see the effects of illiteracy in errors in inputs and processes in production; (5) problems with functionally illiterate workers arise in all regions of the country and in all economic sectors; and (6) the industrial sector with the most acute problems of functional illiteracy is the restaurant, accommodation, and hospitality sector. The study concluded that Canadian business is conscious of illiteracy in the workplace and that many companies have been moving to deal with it. However, increasingly complex workplace requirements in the future will necessitate changes in education to ensure literacy and the nation s competitiveness. (15 charts/tables) (KC)

ED 335 480 CE 058 599

Learning in the Workplace. Quarterly News. Volume 1, Nos. 1-4.

SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Corporate Education; *Employment; English (Second Language); Foreign Countries; Functional Literacy; Job Skills; Migrant Education; Migrant Programs; Newsletters; On the Job Training; Reading Skills; Telecommunications; Tutorial Programs; Writing Skills
IDENTIFIERS- Canada; *Workplace Literacy

This document contains the first four issues of a quarterly publication on workplace literacy and learning in the workplace. The September 1989 issues feature the following articles or excerpts: "Workplace Literacy--Initiatives for Growth in the 90s"; "Yes! There Is a Cure for the Babblespeak Blues" (Nore); "Review: The Design and Implementation of Workplace Learning Programs" (Valle); and "A Company Comes to Grips with Illiteracy" (Mark). The January 1990 issue includes the following articles/excerpts: "Partners in Learning: Literacy and Telecommunications" (Camilleri); "Labourer Teachers: A Tradition of Shared Work Continues" (Poulton); "Functional Literacy in Canadian Business" (DesLauriers); and "Tutoring Program Balances Personal and Organizational Learning Objectives" (Nore). September 1990 s issue highlights the following: "New Frontier for Labourer-Teacher Program--Literacy in the Lettuce Patch"; "Workplace Literacy Goes East--The Atlantic Connection" (Poulton); "Clear Lines Workshop Clears the Air"; and "Dayco Products Canada Delves into Literacy." The November 1990 issue contains the following: "Learning in the Workplace Network Stretches Coast-to-Coast and Crosses Borders"; and "Statistics Canada Puts Finger on Literacy Pulse." (NLA)

ED 335 499 CE 058 659

A Development Curriculum Plan To Achieve a Sequenced Curriculum between High School Courses in Automotive Mechanics and the Mattatuck Community College Automotive Technician Program. Final Report.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.

PUB DATE- 31 Oct 90

NOTE- 35p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Articulation (Education); *Auto Mechanics; *Community Colleges; *Developmental Studies Programs; Engines; High Schools; *Motor Vehicles; Sequential Approach; Skilled Occupations; Test Items; Two Year Colleges

IDENTIFIERS- *Mattatuck Community College CT

This document contains a developmental curriculum plan for an articulated curriculum in automotive mechanics for Connecticut s Mattatuck Community College and area high schools. The curriculum guide includes a course description, criteria for evaluation, attendance policy, objectives, a curriculum

outline, a three-part automotive technician test, and an automotive technician mathematics test. Topics covered in the curriculum are the following: job opportunities; safety; tools and equipment; automobile systems; types of engines; classifying engine types; compression and displacement; manuals; measuring instruments; diagnostic procedures; evaluating a used car; basic engine parts; valve jobs; lubrication system; cooling system; combustion chamber parts; compression and cylinder leakage tests; horsepower and torque; ignition system types and functions; fuel system types; brake system types; automotive electrical systems; and emissions and pollution. (KC)

ED 335 598 CG 023 591

Grisbacher, John Christopher

Effects of Social Interaction with Host and Conationals on the Psychological Adjustment of Sojourning Students: A Review of the Literature.

PUB DATE- Jun 91
NOTE- 57p.; Psy.D. research paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- College Students; *Cultural Differences; *Foreign Students; Higher Education; *Interpersonal Relationship; *Student Adjustment

This document presents a review of the literature on the social interaction of sojourning college students with host nationals and with conationals (fellow sojourners from the same culture). Research is reviewed which explores the possibility that deleterious effects of separation are partially offset by social interaction with host nationals. A brief overview of the separation literature is included. The literature relevant to student sojourners is focused on five areas involving the effects of social interaction with host nationals: sojourner attitudes, alienation, language acquisition, national origin, and the sojourner interaction with fellow conationals. The results of the review conclude that: (1) sojourner attitudes that correlated positively with increased social interaction and adjustment included world-mindedness, interpersonal relatedness, respect, favorable attitudes toward the host culture, assertiveness, self-assurance, and motivation to sojourn for social or cultural reasons; (2) social contact with host nationals correlated negatively with alienation; (3) proficiency in the host language enhanced social interaction between sojourners and host nationals and was positively correlated with adjustment; (4) cultural distance was correlated negatively with social interaction and adjustment, and sojourners coming from countries similar to the host culture reported better adjustment and greater satisfaction with their sojourn; and (5) sojourners whose primary social interaction was with conationals were less well-adjusted in comparison to those who had greater levels of interaction with host nationals. Methodological considerations are addressed; implications for facilitating sojourner adjustment are discussed. (NB)

ED 335 638 CS 010 651

Link for Learning--A Parent Involvement Project.

PUB DATE- May 91
NOTE- 46p.; Weak type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Parent Education; *Parent Participation; *Parent Student Relationship; Parent Teacher Cooperation; Program Descriptions; Public Schools
IDENTIFIERS- *Arkansas; *Education Consolidation Improvement Act Chapter 1; Hughes School District AR

Serving as a "how-to" manual, this book includes historical and background information on the "Link for Learning" project in Hughes School District in eastern Arkansas, followed by a step-by-step approach to the development of a parent education project. The first part of the booklet describes the school and community, the growth and development of the project, and the project itself, whose goal is to link regular teachers, Chapter 1 teachers, and parents into a support network for Chapter 1 children. The book notes that the first full year of the project had a significant impact on Chapter 1 student achievement. The second part of the book describes the 5 steps for putting together a parent education project: (1) Assessing Your Resources; (2) Showing the Need; (3) Developing a Rationale; (4) Planning the Project; and (5) Implementing the Project. A step-by-step outline for implementing a project, a checklist for holding a meeting with parents, and a list of sources of information are attached. (RS)

ED 335 659 CS 010 682

Carbone, Vincent J.

Improving the Literacy Skills of Delinquent Adolescents through Cottage-Based Whole Language Activities and Experiences.

PUB DATE- 91
NOTE- 59p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adolescents; Correctional Education; *Delinquent Rehabilitation; High Risk Students; *Literacy; *Reading Attitudes; *Reading Improvement; Reading Instruction; Reading Programs; Secondary Education; Student Motivation; *Whole Language Approach
IDENTIFIERS- Estes Attitude Scale

A practicum was designed to train staff to improve (over an 8-month period) the literacy and reading skills of 60 delinquent adolescent boys residing in a juvenile correction facility. Most of the boys residing at the training school had poor school histories characterized by reading achievement scores several grade levels below their peers and little motivation to improve their skills. A review of the literature indicated that traditional classroom methods of reading instruction would not provide a solution to this problem, and therefore a whole language approach to reading was implemented during non-school hours in the transitional residential cottage. The cottage was flooded with reading material suitable to the needs of interests of this population. Results indicated that the youths attitudes towards reading improved as measured by the Estes Scale to Measure Attitudes Toward Reading. Narrative and ethnographic data suggested substantial practical significance associated with the improved attitudes scores. Collaterally, disciplinary reports were reduced substantially. (Two figures are included; 1 appendix (the Whole Language Experience Skill Checklist) and 18 references are attached.) (PRA)

ED 335 741 EA 023 204

Antler, Joyce, Ed.; Biklen, Sari Knopp, Ed.
Changing Education: Women as Radicals and Conservators.
PUB DATE- 90
NOTE- 388p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Elementary Secondary Education; *Females; *Feminism; Politics of Education; Sex Discrimination; *Sex Role; *Social Change; Sociocultural Patterns; *Womens Education; Womens Studies

Essays on feminism, theory, and education are offered in this anthology, which examines the roles of women as active agents of change, as conservators actively resisting change, or as objects of change. Seventeen chapters focus on the relationship between gender and the politics of knowledge, analyze varied situational contexts of women s educational activities, and (all but two) present empirical work. Part 1 discusses issues in educating women students for the future, with a focus on gender differences in learning styles and approaches to knowledge. The second part on mothers, teachers, children, and change examines kindergarten in turn-of-the century America, women s clubs as a vehicle of informal education, and black women s education in the south. Part 3 examines informal contexts of women s education in a review of the erosion of women s knowledge and control over the birthing experience, the move to women s control of their bodies and health, and class and gender consciousness. Three studies on patterns of women s lives after college are presented in the fourth part. Part 5 discusses feminist teaching in theory and practice, specifically, teaching about sexual preference and teaching as a tool for social change in the areas of sex equity, schooling, and work. Part 6 examines issues in gender, professionalism, and social change in essays on the effects of reform on teaching and teachers, black women s interpersonal support in relation to institutional change, visions and competencies, and the need for a new culture in higher education. References accompany each chapter. (LMI)

ED 335 763 EA 023 235

Louis, Karen Seashore; Smith, BetsAnn
Restructuring, Teacher Engagement, and School Culture: Perspectives on School Reform and the Improvement of Teachers Work.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; High Schools; Job Enrichment; *Quality of Working Life; *School Restructuring; Teacher Attitudes; *Teacher Participation; Teachers; Work Attitudes; Work Environment

To discover how school restructuring affects teachers work and teacher engagement, a study was conducted on eight schools that have been experimenting with alternative structures, programs, and activities for 7 to 10 years, The data presented were collected in two of the schools through observations of 15 classes and interviews with teachers, students, and administrators. Insights from the observations show that alternative structures and programs can positively affect teacher worklife and engagement but have a specific, bounded impact. The data suggest that reform efforts are the most successful when they are focused in intent and based on a clear model of what achievements are most important. (EJS)

ED 335 786 EA 023 273

Baker, Robert T.

How To Best Use Your School Attorney. The Three R s of School Lawyering: Retainer, Reliance, Relationship.

PUB DATE- 14 Apr 91
NOTE- 8p.; Paper presented at the Annual Meeting of the National School Boards Association (51st, San Francisco, CA, April 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Elementary Secondary Education; *Lawyers; *Legal Aid; *Legal Problems; *Legal Responsibility; *School Law

Advice for effectively utilizing the school attorney is presented in this paper, which focuses on three considerations: the retainer, reliance, and relationships. The first part offers suggestions for retaining a quality lawyer for the best value and cost-cutting ideas for the school district. A caution is that excessive cost-cutting may compromise quality. The discussion of reliance offers reasons for retaining a school law specialist, who can provide quality services at a fair price. In regard to relationships, the attorney should be compatible with the collective personality of the school district and perform the role of evaluator and consultant. (LMI)

ED 335 830 EC 300 572

Lauer, Vaughn K.; Bright, Ethel

Progress Report on the Delaware Least Restrictive Environment Initiative.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); Delivery Systems; *Disabilities; Elementary Secondary Education; Free Education; *Long Range Planning; *Mainstreaming; Models; Normalization (Handicapped); State Programs; *Student Placement
IDENTIFIERS- *Delaware; *Education for All Handicapped Children Act

This report evaluates Delaware s progress in providing a free, appropriate public education in the least restrictive environment (LRE) for children with disabilities as required by Public Law 94-142, the Education for All Handicapped Children Act. Existing programs and services provide an array of placement alternatives for the delivery of special education and related services. The Delaware Least Restrictive Initiative is intended to further facilitate the development and implementation of age-appropriate integrated program options and has resulted in activities addressing the needs of school districts, countywide programs, and statewide programs. Assumptions of the LRE initiative require that removal of a student from regular class settings be substantiated and that all programming and placement decisions be based on the child s individual needs. Also reported is development of a collaborative planning model representing state and local education agencies, the legislature, and parents. Individual sections of the report address: vision and purpose; assumptions; planning model; background; mission statement; goals; strategies and activities for each of the five goals; coordination and evaluation; future plans and activities; and definitions. Includes 22 references. (DB)

ED 335 872 FL 019 325

Lambert, Richard D.
A National Plan for a Use-Oriented Foreign Language System. NFLC Position Papers.

PUB DATE- Jun 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Demand; *Educational Policy; Elementary Secondary Education; *Language Planning; *Language Skills; *Public Policy; Second Language Instruction; *Second Languages; Skill Development

The significant progress made in the United States foreign language education system in recent decades is not enough. If the current system is to expand adult foreign language competency and use, both a change of perspective and a new organizational superstructure are necessary to serve those needs more directly, which in turn demands a coordinated national effort. A number of professional language associations and legislators are joining the effort to develop a national strategy. The experience of other countries can be very helpful in the planning process. Research and consultation with scholars from other countries suggests that a national plan should include: expansion of demand for foreign language skills; expansion and systematization of adult language teaching services; creation of a system for foreign language skill reinforcement, rejuvenation, and upgrading; using the language skills of immigrant communities as a national resource; providing specialized language services; developing university faculty and student language competency outside the foreign language departments; concentrating on high-level language skills; tying language learning to foreign experience; and broadening the spectrum of foreign languages available for adult and occupational use. Existing, isolated efforts must be coordinated and expanded to be effective. (MSE)

ED 335 894 FL 019 347

Goodluck, Helen; And Others

WH-Questions and Extraction from Temporal Adjuncts: A Case for Movement.

PUB DATE- Apr 89

NOTE- 9p.; In: Papers and Reports on Child Language Development, Number 28, p123-130, Aug 1989. For the proceedings, see FL 019 336.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Language; Grammar; *Language Acquisition; Language Research; Linguistic Theory; Preschool Children; *Sentence Structure; *Syntax

IDENTIFIERS- *Wh Questions

A study investigated young children s knowledge of the constraint that prevents questioning from a position inside a temporal adjunct: i.e., knowledge of the ungrammaticality of a question such as "Who did Fred kiss Sue before hugging...?" Subjects were 30 children aged 3 to 5 years, who listened to stories accompanied by pictures and were asked potentially ambiguous questions in which the "wh-" word could be taken to refer to either the object of the main clause or the object of an embedded clause. Results indicate that children as young as 3 years old are aware of this "island" constraint, suggesting that they have movement in syntax and have, by this stage, formed a grammar similar to that of adults in one fundamental aspect. (MSE)

ED 335 558 CE 058 843

The Challenge in Education: Meeting the Needs of the Homeless Adult Learner and New York State Life Management Conference Proceedings (Albany, New York, December 2-4, 1990).

PUB DATE- Dec 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Disabilities; Drug Rehabilitation; *Educational Needs; *Educational Practices; Employment Programs; *Homeless People; Housing; Job Training; *Literacy Education; *Social Services
IDENTIFIERS- *New York

This document summarizes the f[illegible] New York State conference on adult education for the homeless. The conference addressed issues facing homeless people, such as education, social services, employment and training, housing, drug and substance abuse, and mental health. Successful programs, policies, practices, and the latest research were highlighted. Concurrent and cooperative workshops were held by the New York State Life Management Conference, and association of life skills educators. The report includes the agenda; summary and highlights of general sessions; summary of concurrent workshops; description of the life management conference; lists of conference exhibitors, participants, and the conference planning committee; and description of a collection of homeless portraits shown at the conference. Speakers and their topics included the following: introduction/welcome (Kadamus); ideas about meeting educational needs of the homeless (Murphy); programs of the Interagency Council on the Homeless, Washington, D.C. (Carlile); GATEWAY--Gaining Access to the Emerging Workforce for Adults and Youth (Gillette); information about initiatives that New York is taking in education and social services for the homeless (Lundine); continuing education for homeless people (Laks); services for people with disabilities (Duncan-Poitier); services for substance abusers (Roman-Nay); housing programs for homeless people (Napoli); employment services (Cardona); and a story about a homeless person (Stoops). (KC)

ED 335 578 CG 023 571

Girondi, Annette M.; And Others
Gender Stereotypes of Occupations: Does Women s Work Have Prestige Yet?
PUB DATE- Apr 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Employees; *Employment Level; *Nontraditional Occupations; *Prestige; *Sex Stereotypes
IDENTIFIERS- *Occupational Status; *Occupational Stereotypes

While gender stereotyping of occupations has been investigated, the relationship between such stereotypes and job status has received less attention. Two studies were conducted in which assessments of occupational gender stereotyping were compared with assessments of occupational prestige made by the same subjects. In study one, subjects were 20 male and 20 female adults employed in various occupations. Subjects rated the sex-type and prestige of 46 occupations. Approximately 26.1% of the occupations were viewed as feminine, 23.9% as neutral, and 50% as masculine. Prestige ratings of feminine occupations had a very small range, while ratings for masculine occupations had a broader range. In study two, 20 men and women employed as human resource professionals used the same rating procedures used in the first study to rate 134 occupations. Results revealed that 15.7% of the occupations were rated as feminine, 8.9% as neutral, and 75.4% as masculine. Prestige ratings for feminine occupations again had a very small range. Masculine occupations, in general, received higher prestige ratings. The findings of these two studies suggest that adults in the workplace have consistent estimates of gender stereotypes. The majority of occupations are perceived as being masculine, and those that are viewed as feminine are thought to be less prestigious. (NB)

ED 335 618 CG 023 611

Buchanan, Trey
Predicting Change in Postpartum Depression: An Individual Growth Curve Approach.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 91
NOTE- 34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; *Depression (Psychology); *Individual Development; Moods; *Mothers; Personality Traits; Predictor Variables; *Pregnancy; *Research Methodology
IDENTIFIERS- *Postpartum Depression

Recently, methodologists interested in examining problems associated with measuring change have suggested that developmental researchers should focus upon assessing change at both intra-individual and inter-individual levels. This study used an application of individual growth curve analysis to the problem of maternal postpartum depression. Traditional research on predictors of postpartum maternal mood has focused on predicting depression at a single point in time postpartum. The purpose of this study was to predict longitudinal change in depression scores taken at 3.5 months and 8.5 months postpartum. Subjects (N=138) were participating in a large study of pregnancy and the transition to parenthood. Individual growth curve analysis revealed that initial depression and emotional lability observed at 3.5 months pregnancy significantly accounted for variance in the slope of depression scores over these four times. Initial depression was found to be negatively associated with postpartum depression; emotional lability was found to be positively associated with postpartum depression. The superiority of this growth curve analysis lies in its ability to predict change in maternal mood over several time points during pregnancy and parenthood, whereas previous methods have focused on predicting a single depression score at some point postpartum. This method allows for a more detailed analysis of individual differences in patterns of development. (Author/ABL)

ED 335 699 CS 212 997

Piazza, Stephen, Comp.; Suhor, Charles, Comp.
Trends and Issues in English Instruction, 1991. Reports on Informal Annual Discussions of the Commissions of the National Council of Teachers of English.

PUB DATE- 91
NOTE- 25p.; For the 1990 Trends and Issues Report, see ED 315 793.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Trends; Elementary Secondary Education; *Language Arts; Literacy; *Literature Appreciation; *Mass Media Role; Mass Media Use; Minority Groups; Politics of Education; Postsecondary Education; *Reading Instruction; Whole Language Approach; Writing (Composition); Writing Evaluation; *Writing Instruction
IDENTIFIERS- Educational Issues; *Teacher Empowerment; Teacher Researchers

Information on current trends and issues in English instruction, compiled by the directors of six National Council of Teachers of English commissions, is presented in this report, the eighth annual report by the commissions. The commissions and their directors represented in the report are: (1) Commission on Reading (Patrick Shannon); (2) Commission on Composition (Sharon Crowley); (3) Commission on Language (Jesse Perry); (4) Commission on Literature (John Pfordresher); (5) Commission on Curriculum (Richard Adler); and (6) Commission on Media (Barbra Morris). Some of the subjects discussed in the report include concerns about the widespread increase of legislative actions regarding teaching, narrow concepts of literacy, current teaching practices in literature classrooms at all levels, cultural literacy and how it impedes the acquisition of literacy, writing instruction as a political act, the misuse of the term "whole language," appropriate use of computers in English classrooms, changing approaches to evaluation and assessment, active learning, teacher education, media education, media use in the schools, writing assessment and the politics thereof, language arts textbooks, the use of computers in the classroom, ability grouping, and local curriculum development. (SR)

ED 335 720 CS 507 548

Vallin, Marlene Boyd
An Empirical Investigation of Mode of Delivery, Ratings of Speech Characteristics, and Perceptions of Speaking Effectiveness.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; Introductory Courses; Multiple Regression Analysis; *Persuasive Discourse; *Public Speaking; *Reading Aloud to Others; Speech Communication; *Speech Instruction; Undergraduate Students
IDENTIFIERS- *Extemporaneous Speaking; Speech Research

A study tested those theories upon which instruction and curriculum in speech and public communication are based. The study investigated the relationship of mode of delivery on ratings of individual speech characteristics as well as the relationship of these perceptions of effectiveness in a public communication setting. Twenty-four videotapes of undergraduate college students delivering 5-minute speeches in an introductory speech class were selected for the study, half of which used the extemporaneous mode, and the other half, the manuscript mode. Twenty-four student evaluators (communication majors chosen from an elective course in communication theory) evaluated the 24 speeches. Results indicated that there was a significant relationship between the mode of delivery chosen by the speaker and the criteria on which the speech was evaluated. Ratings of these factors more frequently fell into the superior category when the mode of delivery was extemporaneous. Results also showed that the characteristics evaluated do not contribute equally to perceptions and related ratings of effectiveness. On the basis of simple bivariate correlations, delivery and speaker credibility would appear to bear the strongest relationship to perceived effectiveness. The more refined regression analysis, moreover, indicated that the prediction equation that can be generated from the data would weight delivery most heavily. (Eight tables of data are included; 16 notes are attached.) (PRA)

ED 335 918 FL 019 407

Hwu, Fenfang
Liquid Assimilation in Havana Spanish.
PUB DATE- 91
NOTE- 18p.; In: Kansas Working Papers in Linguistics, 1991, v16; see FL 019 402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Speech); Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; *Oral Language; *Phonology; *Spanish
IDENTIFIERS- *Cuba (Havana)

There has been a consensus among linguists that laryngeal and superlaryngeal nodes are located under the root node and place node is under the superlaryngeal node. However, there is very little consensus on where manner of articulation features belong. A phonological analysis of the spreading and delinking process occurring in the educated Spanish of Havana (Cuba) suggests that: (1) the continuant feature should be located under the superlaryngeal node; (2) continuant and place features form a natural class node (oral cavity); and (3) manner features and place features do operate together in the delinking and spreading operations. (Author/MSE)

ED 335 461 CE 058 572

Resource Guide of Competencies for Vocational Education Programs/Courses.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 91
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Behavioral Objectives; Community Colleges; *Competence; *Competency Based Education; Consumer Education; Distributive Education; Home Economics; Marketing; Occupational Home Economics; Office Occupations Education; *Resource Materials; Trade and Industrial Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- California Community Colleges

This resource guide identifies competencies currently used in occupational education courses and programs offered in California community colleges. The first section presents a brief overview of competency-based education, with particular emphasis on competency-based vocational education (CBVE). This includes a description of competency-based education and competency statements, along with suggestions for writing performance objectives and a checklist for use in developing competency statements. The next section presents listings of the sources of competencies for vocational programs/courses currently offered in the community colleges. These listings are organized by program/course within each of the seven major vocational education program areas: agriculture; distributive/marketing; health occupations; home economics/consumer education; office education; public safety education; and trade and industry. For ease of reading, the competency sources are identified by a numeric code. Detailed information regarding these sources is summarized by code number in the bibliography of the resource guide. The bibliography gives names and addresses of 100 college, commercial, and university/vocational center sources and titles of 13 textbook sources. Sample competency statements from the field are provided in the appropriate program areas. (YLB)

ED 335 520 CE 058 738

Haynes, Thomas S.; And Others

Integrating Academic Content into Business Education: Results from Research in Illinois.

PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Business Education; Communication (Thought Transfer); *Curriculum Evaluation; *Educational Cooperation; Educational Research; *Integrated Curriculum; Mathematics; Pilot Projects; Program Effectiveness; Program Evaluation; Secondary Education; Student Attitudes; Teacher Attitudes

IDENTIFIERS- Applied Communication; Applied Mathematics; *Illinois

Illinois State University and University of Illinois faculty collaborated to pilot test and evaluate Applied Academics curricula in Illinois. Three sets of pilot sites included the following: (1) 14 local education agencies that pilot tested Applied Communications and/or Mathematics; (2) 10 sites at which vocational teachers collaborated with academic teachers; and (3) sites at which academic and vocational instructors and administrators identified barriers and incentives to collaboration. Instruments used at the pilot sites for applied curricula collected data on students, teachers, and school districts; information concerning participant expectations and outcomes; and educational background of students and teachers. Teachers at the collaborative sites kept journals of their collaborative interactions with academic teachers. Informal meetings were held with participants in the third set of pilot sites. Teachers found the applied academics materials effective and promoted academic/vocational collaboration; students indicated that the materials had a positive impact on their interest in content. Time constraints and a clear mission were the most important barriers to effective collaboration. On the positive side, teachers acquired assistance, money, contacts, and resources. The project developed a flowchart for strategic planning for curriculum integration and a content outline for a guidebook for integration activities for teachers and administrators. (21 references) (YLB)

ED 335 539 CE 058 779

Transition from School to Work. Linking Education and Worksite Training. Report to Congressional Requesters.
PUB DATE- Aug 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Apprenticeships; *Cooperative Education; *Demonstration Programs; *Educational Improvement; *Education Work Relationship; High Schools; Program Implementation; Program Improvement; School Business Relationship; Two Year Colleges; Vocational Education; *Work Experience Programs

A study examined cooperative education programs identified as high quality to see if they could provide school-to-work linkages as do apprenticeship programs in countries such as Germany. Information for the study was obtained from a survey of state directors of cooperative education, who provided data on program participation and identified high quality programs; from the "High School and Beyond" survey; and from site visits to 11 high school and 8 community college cooperative education sites identified by the state directors as exemplary. Apprenticeship literature and five apprenticeship programs also were examined. Some of the findings of the study were the following: (1) high quality cooperative education programs show strong potential to prepare students for work and to enable the work force to compete with those of other nations; (2) essential elements of a high quality program include training plans with specific, ambitious learning objectives, close supervision of students, and close screening of applicants and employers; (3) barriers to expansion of cooperative education are lack of awareness about programs and negative perceptions of program quality; and (4) adopting skill certification of students, such as is done in Germany, could improve programs. Recommendations were made to improve cooperative programs and increase publicity about them. (Four appendixes provide information on sites visited, state cooperative education enrollment, and major contributors to the report. There are 49 references.) (KC)

ED 335 679 CS 212 954

Hull, Glynda; Rose, Mike
"This Wooden Shack Place": The Logic of an Unconventional Reading. Occasional Paper No. 22.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Communication; Classroom Research; Higher Education; Poetry; *Reader Response; *Remedial Instruction; *Teacher Student Relationship
IDENTIFIERS- *Teacher Student Conferences

A case study examined the logic of a student s unconventional interpretation of a poem. The subject, an outgoing and well-spoken student from the lower-middle class enrolled in a remedial composition class at the University of California, offered an unconventional reading of a poem by a contemporary Japanese-American writer. Data consisted of recordings of teacher-student conferences concentrating on the interpretation of the poem, a stimulated-recall session, and a follow-up interview. A "conventional" reading of the poem was constructed by asking six readers socialized in American literature departments (two senior English majors, two graduate students, and two English professors) to interpret the lines in question. Results indicated that while the subject s interpretation of the physical environment of the poem (that the character does not live in the wooden shacks and that she is really not poor) differed from the "conventional" reading, his interpretation was coherent and logical. Results also indicated that teacher talk in the conference was often qualified, challenged, and interrupted and that teacher expectations were often unfulfilled. Findings suggest that the laudable goal of facilitating underprepared students entry into the academic community is actually compromised by a conversational pattern that channels students like the subject discussed here into more "efficient" discourse. (Excerpts from the teacher-student conference are included.) (RS)

ED 335 809 EC 300 230

Strong, Carol J.; Clark, Thomas C.
Project SKI*HI Outreach Programming for Hearing Impaired Infants and Families: Recertification Statement, Questions, Responses, and Approval.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 90
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; Demonstration Programs; *Early Intervention; Handicap Identification; *Hearing Impairments; *Home Programs; Home Visits; Infants; Language Acquisition; Parenting Skills; Program Evaluation; Young Children
IDENTIFIERS- Early Identification

This program evaluation report presents information on Project SKI*HI, a home-based program for infants and young children with hearing impairments and their families. The program s major goals are early identification of hearing-impaired infants and a home program to facilitate child development. A parent advisor makes weekly home visits to each family and works closely with both parents and other members of the multidisciplinary team to assess, plan, and provide appropriate home-based services for all family members. Evaluation results indicate: (1) SKI*HI children show higher rates of development during intervention than prior to intervention and greater gains in receptive and expressive language development than would be expected due to maturation alone; (2) SKI*HI children show increased auditory, communication-language, and vocabulary developmental levels and increased full-time hearing aid use; (3) SKI*HI parents show increased ability to manage their child s hearing handicap, communicate meaningfully with their child, and promote their child s cognitive development; and (4) SKI*HI children are identified at an early age and begin to receive home programming services promptly after identification. Appendixes provide detailed findings. Also included are project administrator responses to 17 questions concerning the report. Includes 40 references. (Author/DB)

ED 335 851 EC 300 593

Co-Teaching: Regular Education/Special Education and Co-Teaching Reference Guide.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- Apr 91
NOTE- 78p.; The Co-Teaching Reference Guide was written and compiled by Mary Alice Chisholm and others. Paper based on monograph presented at the Annual Convention of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..."

(150)
DESCRIPTORS- Consultation Programs; Intermediate Grades; Junior High Schools; *Mainstreaming; *Middle Schools; *Mild Disabilities; Program Development; Program Evaluation; *Program Implementation; *Regular and Special Education Relationship; *Team Teaching; Teamwork
IDENTIFIERS- *LAnse Creuse Public Schools MI

The monograph describes the co-teaching program in the L Anse Creuse (Michigan) public schools, implemented at Middle School South, in which regular and special education teachers are paired to provide academic support to mildly impaired middle-school special education students within the regular education classroom. The program currently includes 10 regular teachers, 4 special education teachers, and 16 co-teaching classes. The monograph describes: the program rationale, assumptions, and goals; time line, a sample schedule, and suggested instructional alternatives; specific responsibilities of teachers, students, and parents; advantages of the program for both regular and special education teachers and students; and findings of an external evaluation that found the project well received by parents, teachers, and both regular and special education students. It is noted that special education student growth, especially in social skills and attitudes, was effected without hindering the educational progress of regular students. An accompanying reference guide includes ideas and issues involved in developing a co-teaching program. Among topics covered are: scheduling, resource room availability, meeting students affective needs, shared teaching, teacher absence, academic motivation, discipline, grading, interdepartmental communication, and parent issues. Eleven appendices provide more detailed program materials. (DB)

ED 335 481 CE 058 603

Assuring Wisconsin s Economic Future: Improving Occupational Options for Youth. Report of the Joint WBVTAE/WDPI Task Force on Implementing Occupational Options in Wisconsin.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- Mar 91

NOTE- 35p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Education; Apprenticeships; *Articulation (Education); Educational Needs; Educational Philosophy; Educational Policy; *Integrated Curriculum; Models; Policy Formation; Secondary Education; *Statewide Planning; *Technical Education; Technical Institutes; Technical Occupations; Two Year Colleges; *Vocational Education

IDENTIFIERS- *Tech Prep; *Wisconsin

The Joint Task Force on Implementing Occupational Options in Wisconsin undertook a 6-month study to identify issues related to occupational preparation, including the state s proposed tech prep and apprenticeship programs, successful policies and practices of tech prep and apprenticeship models to be modified to meet the state s needs, and existing practices that hinder implementing occupational options for students. At six major meetings the group heard presentations from state and local groups concerned about schooling and preparing the future work force, and it coordinated efforts with several other commissions studying education and business concerns. The task force strongly endorsed tech prep programs as a way to prepare students for the future work force. Prior to formulating recommendations, the task force made three key assumptions: that enhanced collaboration among educational systems is desirable; that traditional distinctions between college-bound and noncollege-bound students create barriers to building integrated academic-vocational programs in high schools; and that strong, continuing leadership is required for the innovations recommended in this report. The task force made 10 recommendations of which the following are highlights: (1) all students should have the right to enroll in a tech prep program; (2) the Education for Employment Standard should be strengthened so that all students will have the foundation for tech prep; (3) a 10th-grade performance-based gateway test should be given; (4) business and labor should be encouraged to participate; (5) all high schools and technical colleges should develop articulation; and (6) school funding should be improved. (Appendixes include examples of programs and a glossary. There are 29 references.) (KC)

ED 335 639 CS 010 659

Albert, Elaine Acker

Phonic Primer for "How the Alphabet Works" (Based on the 15th Century Hornbook)--Systematic Basic Phonics.

PUB DATE- 91

NOTE- 59p.; For a companion document, see ED 324 661.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Beginning Reading; Elementary Education; Instructional Materials; *Phonics; Reading Difficulties; *Reading Instruction; Reading Skills; Young Children

This primer supplies systematic basic phonics material for learning how to read, to be put into the hands of children. The primer includes instructions for the teacher, but it assumes that the user also has read either the book, "How the Alphabet Works," or the matching pamphlet, "Systematic Basic Phonics," which is included in the back of the primer. (RS)

ED 335 742 EA 023 205

Schoolland, Ken
Shogun s Ghost: The Dark Side of Japanese Education.
PUB DATE- 90
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Corporal Punishment; *Cultural Traits; *Discipline; *Discipline Problems; *Educational Environment; Elementary Secondary Education; Foreign Countries; Social Control; Social Values; *Sociocultural Patterns; *Student Rights; Violence
IDENTIFIERS- *Japan

Issues in the Japanese educational system are addressed in this book, with a focus on discipline and student rights. Based on the experiences of an American who taught at a Japanese university for 2 years, the book discusses pervasive problems within the system of lower level colleges. Following a description of university experiences, the second chapter explores some of the attitudes toward education that facilitate a race between the economic superpowers. Chapter 3 describes the conflict between social norms and personal goals, and chapter 4 describes some of the changing characteristics of Japanese society and their impact on the educational system. The next three chapters examine discipline issues, such as corporal punishment, teachers use of verbal abuse and intimidation, and the reaction against physical punishment. The dark side of student life is presented in the next three chapters, including suicide, depression, examination pressure, student violence, and the public response to violence. Chapter 11 debunks the myth of Japan as a harmonious society, and chapter 12 traces the historical roots of group responsibility and the impact of the five-family system on social control. Political responses are discussed in the 13th chapter, and alternatives that have been implemented partly in response to widespread disillusionment with traditional schools are described in the final chapter. Twenty references are listed for suggested reading. (LMI)

ED 335 895 FL 019 348

Martohardjono, Gita

The Sonority Cycle in the Acquisition of Phonology.

PUB DATE- Apr 89
NOTE- 10p.; In: Papers and Reports on Child Language Development, Number 28, p131-139, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Contrastive Linguistics; *Language Acquisition; Language Research; *Language Universals; Linguistic Theory; Longitudinal Studies; *Phonology; *Syllables
IDENTIFIERS- *Sonority Cycle

This examination focuses on the idea that child language acquisition is constrained by the same principles that have been found to hold on syllable structure across languages. First, a recently-proposed constraint on syllable structure, the Sonority Cycle, is outlined, and the way that it accounts for syllabic structure across languages is described. Second, it is shown how the Sonority Cycle makes several predictions for child language acquisition when viewed as a principle of universal grammar. Third, data from the literature and from a longitudinal study that bear out the predictions are presented. Focus is on the predominance of consonant-vowel syllables in babbling and early meaningful speech, the imbalance of inventories of syllable-initial consonants as contrasted with syllable-final consonants, and several processes in child speech that have the effect of repairing certain syllable types defined as non-optimal by the Sonority Cycle. It is concluded that the hypothesis that the Sonority Cycle acts as a constraint on the mental representation of syllable structure provides a unified explanation of these data. (MSE)

Hsiao, Yuchau E.
The Syntax-Phonology Interface as the Key to Metricality:
Evidence from Taiwanese Folk Songs.
PUB DATE- 91
NOTE- 23p.; In: Kansas Working Papers in Linguistics, 1991, v16; see FL 019 402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Chinese; Dialects; Dialect Studies; *Folk Culture; Foreign Countries; Language Patterns; Language Research; Linguistic Theory; *Phonology; *Songs; Syllables; *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Rhythm; *Taiwan

There are two facets to the lyric rhythm of Taiwanese folk songs: beat alignment and metrical pattern selection. Because the lyrics are metrically derived from classical Chinese verse, a prosodic line may have syllable-beat symmetry. However, syllable-beat mismatches are also common. Lexical syllables have preference over functor syllables in beat alignment in such mismatches. Analysis of folk songs in Taiwanese reinforce the assumption that the prominence of lexical over functor syllables is pan-dialectal in Chinese. In these lyrics, beat alignment and metric pattern selection (metricality) can be seen as a result of matching phonological and syntactic constituents. The way in which syllables and beats are aligned yields the lyric rhythm. A set of well-formedness principles governs the process of beat alignment. These principles rely on two major syntactic factors: the categorical distinction between lexical and functor syllables and the hierarchy of immediate constituents. The rhythm principles also effectively filter out metrical patterns that would result in improper beat alignment. A 56-item bibliography is included. (MSE)

ED 335 443 CE 057 484

Bossort, Patty, Ed.; And Others
Literacy 2000: Make the Next Ten Years Matter. Conference Summary (New Westminster, British Columbia, October 18-21, 1990).
PUB DATE- Oct 90
NOTE- 184p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Community Involvement; Community Services; Cultural Awareness; Demonstration Programs; Developed Nations; Foreign Countries; *Illiteracy; Industrial Education; *Literacy Education; Models; Multicultural Education; On the Job Training; *Outreach Programs; Program Effectiveness; Recruitment; Research Utilization; Teacher Certification; Teacher Education
IDENTIFIERS- Canada; England; Wales; *Workplace Literacy

This conference summary contains 36 presentations. Participants comments, taken from response cards, are quoted throughout. Presentations from the Opening Plenary include a keynote address--"What Is Literacy?: Critical Issues for the Next Decade" (John Ryan) and four "Panelist Presentations" (Francis Kazemek, Lorraine Fox, Joyce White, Robin Silverman). Papers in the section, "Evening with Fernando Cardenal," are "Background" (Evelyn Murialdo); "Introduction" (David Cadman); "Special Presentation" (Fernando Cardenal); and "Closing Remarks" (Gillies Malnarich). Remaining presentations are as follows: "Understanding Literacy as a Developmental Process" (Francis Kazemek); "Closing Gaps between Research and Practice" (Pat Rigg); "Revealing Facts: Statistics Canada s 1990 Study" (Gilles Montigny, Stan Jones); "Learners Speak Out" (Bram Fisher et al.); "Puente Project: Berkeley, California" (Mary Healy et al.); "Talking about Lives: Planning Programs for Women" (Jennifer Horsman); "ALBSU s (Adult Literacy and Basic Skills Unit) Student Accreditation Initiative" (Judith Banbury); "Breaking the Stigma/Recruitment Strategies: Sweden" (Kjell Rubenson); "Read-Write: Kingston, Ontario" (Carynne Arnold); "Hackney Learning Centre: London, England" (Althea Williams); "Regina Library s Literacy Tutors: Saskatchewan" (Lorraine Hladik); "Combining Practice and Theory in Community Literacy" (Elaine Gaber-Katz, Gladys Watson); "Applying Freire, Rethinking Conceptions: Quebec" (Pierre Simard); "Promoting Learner-Driven Programs" (Sally McBeth); "Taking Multicultural Issues into Account: Toronto" (Manuel Pinto, Brenda Duncombe); "Treating Learners as Experts: Halifax, Nova Scotia" (Gary MacDonald); "Snowdrift Chipewyan Project: Northwest Territories" (Joanne Barnaby, Eleanor Millard); "Exchanging Viewpoints: Identifying Obstacles" (Tracy Defoe et al.); "BEST (Basic Education for Skills Training) Project: Ontario Federation of Labour" (Tamara Levine); "Reading/Writing On-the-Job: British Columbia" (Emily Goetz, Ron Brown); "Vancouver City Hall Project: British Columbia" (Gary Pharness); "Workbase: London, England" (Lucy Bonnerjea); "Instructor Certification Scheme: England and Wales" (Judith Banbury), "Legitimizing Practitioners Skills and Worth" (Serge Wagner); "Moving On: From Learner to Teacher" (Elsa Auerbach); "Tracking the Process: Tracking Report" (Richard Darville); "Summarizing the Process" (Joyce Cameron et al.). Conference evaluations and a follow-up are appended. (YLB)

ED 335 764 EA 023 236

Rosenblum, Sheila; And Others
A Tale of Two Schools and Teachers Work: Reforming a Traditional School--Designing a New School. Final Deliverable.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Change; Participative Decision Making; *School Restructuring; Secondary Education; Student Participation; Teacher Participation

For the use of teachers and administrators involved in designing and maintaining structures that promote teacher and student engagement, two case studies using pseudonyms were prepared for classroom discussion. The first case, "Hillside High School," describes the process of reforming a traditional school. The second, "City Park Secondary School," presents the evolution and structure involved in creating a new and innovative school. Appended are teaching notes that include classroom discussion questions for considering the cases together and separately. (EJS)

ED 335 787 EA 023 275

Schantl, Wilfred

A Bus Behavioral Modification Plan for Grades K-5. A Practicum Report.

PUB DATE- Jun 91
NOTE- 51p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Behavior Change; *Behavior Problems; *Bus Transportation; *Discipline Policy; *Discipline Problems; Elementary Education; *School Buses; Student Transportation

A motivational plan to reduce bus discipline referrals in a K-5 elementary school is presented in this practicum paper. Methodology involved observation of student behavior on 13 buses, pre- and post-tests administered to third- through fifth-graders, and document analysis of student misconduct citations and bus conduct reports. Referral statistics for discipline, safety violations, and neatness were compared with those from the same time period in 1990. Outcomes included a significant reduction in student referrals, an increase in the number of students scoring 70 percent on the post-test (from 109 to 287), and fzvorable driver reports on the plan s effectiveness. Appendices contain the motivational plan, a statistics worksheet, the target elementary school supplement, student and driver questionnaires, and a 1990-91 statistical analysis. (16 references) (LMI)

ED 335 500 CE 058 660

A Developmental Curriculum Plan To Achieve a Sequenced Curriculum between High School Courses in Food Preparation and the Mattatuck Community College Hospitality/Food Services Program. Final Report.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.

PUB DATE- 31 Oct 90

NOTE- 51p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Articulation (Education); *Community Colleges; *Developmental Studies Programs; *Food Service; *Foods Instruction; High Schools; *Hospitality Occupations; Occupational Home Economics; Sequential Approach; Skilled Occupations; Test Items; Two Year Colleges

IDENTIFIERS- *Mattatuck Community College CT

This document contains a developmental curriculum plan for an articulated curriculum in hospitality/food service for Connecticut s Mattatuck Community College and area high schools. The curriculum guide includes a course description, criteria for evaluation, attendance policy, objectives, a curriculum area outline, 17 content area objectives, a food preparation test based on the objectives, and a glossary of 213 culinary terms. Topics covered by the content area objectives are the following: kitchen organization; kitchen safety and sanitation; weights, measures, kitchen mathematics, and written recipes; tools and equipment; salads and dressings; sandwiches and appetizers; breakfast menu, dairy products, coffee, and tea; cooking methods; preparation, "mise en place," and fry preparation; vegetables and fruit; potatoes, rice, and pasta; stocks and sauces; soups; meats; poultry; seafood; and culinary terms. Test format includes multiple choice, fill-in, true/false, and short answer questions. (KC)

ED 335 559 CE 058 845

Measuring the Return on the Investment: An Analysis of Adults Served under the Georgia Job Training Partnership Program. Executive Summary.

PUB DATE- 91

NOTE- 9p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Cost Effectiveness; *Employment Programs; *Federal Programs; *Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; State Programs; Welfare Recipients

IDENTIFIERS- *Georgia; *Job Training Partnership Act 1982; Return on Investment

A study in Georgia evaluated the pre-program to post-program changes in employment, earnings, and welfare dependency for the 6,693 Title II-A adults that occurred between application and participant follow-up 13 weeks after leaving the state s Job Training Partnership Act (JTPA) program during the 1989-90 program year. Findings revealed significant evidence that JTPA receives a meaningful return on the resources invested in the training. Some specific results are the following: (1) adults experienced increased employment, shifting from 83 percent unemployed at application to 65 percent employed 13 weeks after leaving the program; (2) clients experienced reductions in welfare program participation, dropping from 26 percent at application to 16 percent 13 weeks after leaving the program; (3) aggregate earnings of the 6,693 participants rose 587 percent, from 138,150 per week at application to 949,470 13 weeks after leaving the program; (4) food stamp usage was reduced from 38 percent at application to 24 percent 13 weeks after leaving the program; and (5) costs of the program should be repaid in approximately one and one-half years through reduced welfare costs and taxes paid by former participants. (KC)

ED 335 579 CG 023 572

Fritz, Susan; Bell, Lloyd

Academic Enhancement through Planned Leadership Growth and Development.

PUB DATE- Mar 91
NOTE- 7p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Experiential Learning; Higher Education; *Interpersonal Competence; *Leadership Training; *Skill Development; *Student Development; Undergraduate Students

This document describes the Experiential Leadership Development (ExLD) Program, a program designed to emphasize leadership and interpersonal skill development for undergraduate students. The program offers a comprehensive program of leadership and interpersonal skill development through academic coursework, leadership seminars, and practical application (interning, mentoring, organizational involvement). The background and rationale for the program are given and the goal of the program is stated to be the enhancement of interpersonal skill growth that will build confidence for leadership action. The three components of the ExLD Program are described: (1) academic coursework identified as having leadership and interpersonal skill building potential; (2) free leadership seminars offered on campus and involving presenters from the university community as well as government, business, and industry; and (3) practical application. A discussion of faculty, business/industry, and student reactions to the program concludes the document. (NB)

ED 335 599 CG 023 592

Foxwell, Marie
Salience of Logotherapy among Students of Career Counseling.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; *Counseling Techniques; Counselor Training; Graduate Students; Higher Education; Job Satisfaction; *Work Attitudes
IDENTIFIERS- *Logotherapy

Students of career counseling study a variety of therapeutic approaches. Logotherapy is an approach that addresses issues concerning meaning in work. There have been many studies of worker dissatisfaction which point to a gap between the desire of the worker to have intrinsic meaning in work and the actual work experience. This initial investigation was conducted to get a sense of the awareness of logotherapy among students of career counseling and to discern if this is an issue in need of further investigation. Fifteen graduate students in a career and life planning course completed a questionnaire devised to measure their knowledge, usage, and agreement with the basic tenets of logotherapy and three other major therapies (cognitive-behavioral therapy, client-centered therapy, and psychodynamic therapy). The results of the study indicated that subjects did not understand logotherapy but did understand the other therapies. However, subjects also seemed to agree with the basic tenets of logotherapy more than with the basic tenets of the other therapies. These findings suggest a need for further investigation into the place of logotherapy in the career counseling curriculum. The questionnaire for potential career and/or guidance counselors is appended. (Author/NB)

ED 335 640 CS 010 662

Budnik, Patricia McNulty

Improving Preschoolers Literacy Acquisition through an Intergenerational, Volunteer Read-Aloud Program, Parent Information, and an Enlarged Source of Library Books.

PUB DATE- 91
NOTE- 70p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Reading; Books; Childrens Literature; Day Care Centers; *Intergenerational Programs; *Language Acquisition; Parent Student Relationship; Preschool Education; *Reading Aloud to Others; Reading Readiness; *School Libraries
IDENTIFIERS- *Emergent Literacy

A practicum addressed the emergent literacy needs of preschoolers at a daycare center. Goals were to increase: (1) the amount of time parents read aloud to their children to 15 minutes a day; (2) the number of library books at the daycare center from 40 to 200; and (3) the number of volunteers at the center from none to 4 who would read aloud to the children. A parent information campaign, a grant to fund the purchase of library books, and recruitment of volunteers addressed the goals. All three objectives were successfully met, with the most rewarding result being the tremendous growth in the number of library books at the center. (Three tables of data are included; 21 references and 6 appendixes--containing questionnaires, data from questionnaires, and samples of parent information letters--are attached.) (Author/SR)

ED 335 660 CS 010 683

Sutton, Patricia A.
Strategies To Increase Oral Reading Fluency of Primary Resource Students.
PUB DATE- Jun 91
NOTE- 58p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Literature Appreciation; *Oral Reading; Primary Education; *Reading Aloud to Others; *Reading Attitudes; *Reading Instruction
IDENTIFIERS- Paired Reading; *Reading Fluency; Repeated Readings

A practicum addressed the high percentage of students lacking oral reading fluency in a primary resource class. The project used two basic strategies for increased oral reading fluency: repeated reading and paired reading. To measure the success of this project, the Brigance Oral Reading subtest was administered to 17 first, second, and third graders before and after a 12-week period. Results indicated a significant increase in the target students fluency rates, and a significant decrease in the number of word errors. In addition, the amount of time that the students spent engaged in reading books increased and the number of books read by the target students increased significantly. (Fourteen references and 7 appendixes including data, a sample of the oral reading card, and a sample of the bar graphs created by the students to show the differences between the initial and final reading of their books are attached.) (Author/PRA)

ED 335 721 CS 507 552

Cronin, Michael W.; Grice, George L.

A Comparative Analysis of Training Models versus Consulting/Training Models for Implementing Oral Communication across the Curriculum.

PUB DATE- Nov 91

NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Communication Skills; Comparative Analysis; *Curriculum Development; Higher Education; *Inservice Teacher Education; Instructional Development; Interdisciplinary Approach; Models; *Program Implementation; *Speech Communication; *Speech Instruction

IDENTIFIERS- Radford University VA; *Speaking across the Curriculum; University of Colorado Colorado Springs

Many non-speech faculty lack adequate training in oral communication instruction, thus creating a major obstacle to developing programs of oral communication across the curriculum (OCXC). OCXC programs have attempted to ameliorate this problem by providing training programs or consulting/training (CONTRA) programs for non-speech faculty. The Training Model attempts to teach non-speech faculty to conduct oral communication activities in their classes. The CONTRA model (already adapted at Radford University and the University of Colorado at Colorado Springs) combines the Training Model with direct instruction and evaluation by speech communication experts. While the Training Model enables the application of OCXC at institutions with small or nonexistent speech departments, it provides such limited knowledge that non-speech faculty are neither competent to provide oral communication training, nor to design or evaluate activities. Compared to the Training Model, the CONTRA Model provides for superior design, implementation, and evaluation of oral communication activities, because it ensures that both the students and the non-speech faculty get some training and evaluation from experts. The CONTRA Model, however, cannot be implemented without sufficient speech communication faculty, and may entail the willingness to work without additional compensation, and to accept the goals of OCXC. Although the CONTRA Model is theoretically preferable, the theoretical advantages and disadvantages of the two models are yet to be examined in controlled comparative studies. In addition, many institutions lack the resources to implement the CONTRA Model. Institutions must decide whether it is better to use the Training Model than to offer no OCXC program at all. (Twenty references are attached.) (PRA)

ED 335 831 EC 300 573

Guidelines for Occupational Therapy Practice in Educational Environments in the State of Delaware.

PUB DATE- Dec 90

NOTE- 33p.; Developed by the School System Task Force of the Delaware Occupational Therapy Association, in cooperation with the Exceptional Children/Special Programs Division. For a related document, see EC 300 569.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Ancillary School Services; Definitions; Delivery Systems; *Disabilities; Educational Planning; Elementary Secondary Education; Guidelines; Individualized Programs; Intervention; Occupational Therapists; *Occupational Therapy; Occupational Therapy Assistants; Physical Therapy; Postsecondary Education; Referral; Standards; *State Standards; Student Evaluation

IDENTIFIERS- American Occupational Therapy Association; *Delaware

These guidelines are intended to direct the provision of quality occupational therapy services in educational environments in Delaware. The first section presents a discussion of definitions concerned with: (1) free appropriate public education; (2) related services; (3) occupational therapy services; (4) physical therapy services; and (5) relationship of occupational therapy and physical therapy (comparing the primary focus of each service). Specific guidelines are then presented for the following areas: referral, assessment (including screening, evaluation, and reevaluation); student-related planning (the Individualized Education Program and the Occupational Therapy Intervention Plan); intervention; transition services; discontinuation; documentation; and management. An appendix presents the standards of the American Occupational Therapy Association for occupational therapy services in schools. Includes five references. (DB)

ED 335 873 FL 019 326

Lahaeye, Marie-Noelle

Linking Language and Culture in the Language and Cultural Program of the Lauder Institute: The French Perspective.

PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Classroom Techniques; College Second Language Programs; Comparative Education; *Cultural Education; Educational Strategies; *French; Higher Education; *International Studies; Program Descriptions; Second Language Instruction
IDENTIFIERS- *Lauder Institute of Management Internatl Studies; University of Pennsylvania

The University of Pennsylvania s Lauder Institute of Management and International Studies introduced a cultural segment into its second language program in 1986 to enable students to use language purposefully within the foreign culture. During the program s 2 years, students are exposed to eight different cultural segments taught by language instructors in cooperation with regular faculty. Because Lauder students are seeking management positions in the international business world, they are competing with their French peers, who are native speakers and highly trained and Lauder emphasizes cultural education at the same level as that of the French counterparts, the "grandes ecoles," so that its graduates have similar knowledge and skills. The language class is where language and culture are joined, by complementing theoretical and historical readings with articles from the contemporary press. For example, two cultural segments in the business course focus on the French automobile industry and francophone colonial culture. Students are required to read a large number of articles, but be personally responsible for analyzing and reporting on only a portion of them. They respond in writing and orally to a variety of questions on cultural issues related to the segment readings. Students also take practice interviews with "grandes ecoles" graduates. (MSE)

ED 335 462 CE 058 573

Duskin, Elizabeth, Ed.

Lone-Parent Families. The Economic Challenge. OECD Social Policy Studies No. 8.

PUB DATE- 90

NOTE- 254p.; Based on papers presented at a conference (December 1987).

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Child Custody; *Child Support; *Day Care; Developed Nations; Divorce; Economically Disadvantaged; Employment; Fathers; Foreign Countries; Income; Laws; Mothers; *One Parent Family; Policy Formation; Population Trends; Poverty; *Public Policy; Resource Allocation; Salary Wage Differentials; Welfare Recipients; *Welfare Services

IDENTIFIERS- France; Germany; Great Britain; Norway; Sweden; United States

This volume is based on papers presented at a conference of social policy experts that looked at the growth in lone-parent families, the problems that have emerged, and their policy implications. Chapter 1 is an "Overview" (Duskin). Three chapters look at demographic trends over time and over the life-cycle; they are: "Demographic Aspects of the Growing Number of Lone-Parent Families" (Ermisch); "Lone Parent Families and Their Economic Problems: Transitory or Persistent?" (Duncan, Rodgers); and "Analysis of the Dynamics of Lone Parenthood: Socio-Economic Influences on Entry and Exit Rates" (Ermisch et al.). Two chapters explore relative financial responsibilities: "Lone Parent Families: Family Law and Income Transfers" (Maclean) and "Child Support and Public Policy" (Garfinkel, Wong). Three chapters examine barriers limiting the access of the custodial parent to the labor market and adequate earnings: "Obstacles and Opportunities for Lone Parents as Breadwinners in Great Britain" (Joshi); "Labor Force Participation and Earnings of Lone Parents: A Swedish Case Study Including Comparisons with Germany" (Gustafsson); and "Child Care Policies in Comparative Perspective: An Introductory Discussion" (Ergas). The final three chapters concern the role of public income maintenance: "Valuing the United States Income Support System for Lone Mothers" (Ellwood); "Lone Mothers, Social Assistance, and Work Incentives: The Evidence in France" (Ray); and "Support for Lone Parents in Norway" (Askevold). (YLB)

ED 335 521 CE 058 744

Clark, Terry
Getting to Grips with On-the-Job Training.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Learning; Adult Literacy; Case Studies; Foreign Countries; *Needs Assessment; *On the Job Training; *Program Evaluation; Program Implementation; Teaching Methods; Vocational Education
IDENTIFIERS- Australia

This booklet is part of the "Getting to Grips with..." series, which is intended for the general reader who wants to understand important trends in vocational education and training. It is designed to provide the reader with an understanding of the main practical aspects of on-the-job training. The booklet is in two parts. The first part, a description of the subject matter that should be clear to any interested layperson, covers the following topics: (1) the need for effective on-the-job training in Australia; (2) how to determine training needs; (3) different approaches and methods of on-the-job training; (4) how to deliver on-the-job training; and (5) how to evaluate on-the-job training programs. These topics are illustrated by three case studies taken from a range of Australian enterprises. The second part gives an annotated list of 26 publications for those who want to read further. Each annotation consists of the author or sponsoring organization, publication data, title, publisher, and content summary. (YLB)

ED 335 540 CE 058 783

Pursell, Frances Josephson
Books for Adult New Readers. 5th Revised Edition.
PUB DATE- Mar 91
NOTE- 228p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Beginning Reading; *Fiction; Library Material Selection; *Nonfiction; Periodicals; *Reading Materials; Reading Material Selection; Recreational Reading; Student Developed Materials

This book identifies appropriate reading material for adults who read at levels through grade seven. An introduction lists criteria used for selection and discusses emphases in selection of nonfiction. To make this recommended list of 748 entries most useful to libraries, titles are arranged in a very general Dewey Decimal Classification. Each entry contains these components: indication of new listing; item number; reading level; title; author; publisher code; date of publication or copyright; pagination; net price; full or abbreviated International Standard Book Number; series; and annotation. Recommended titles are divided into fiction and nonfiction. Fiction categories include general, mystery and horror, science fiction, classics and folklore, and literature in various forms. Nonfiction titles are categorized as: biography; the unusual, the unexplained, computers; psychology; religion; social sciences, government, citizenship; jobs; community resources; reading and understanding; writing and grammar; spelling; students writing; mathematics; health and safety; consumer information, homemaking; coping skills; parenting; family reading; geography, travel; history; periodicals; juvenile books for adults; for the tutor; and guides to software for the adult new reader. Appendixes include recommendations for a core collection; series recommendations; suggested readings for the librarian; general readings on literacy; publishers addresses; and title and subject indexes. (YLB)

ED 335 619 CG 023 612

Hummel, Mary

Community Colleges and Adult Needs: Organizational Dynamics, Models, Change Strategies.

PUB DATE- 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American College Personnel Association (Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Community Colleges; *Nontraditional Students; *Organizational Change; *Student Needs; *Student Personnel Services; Two Year Colleges; Two Year College Students

Very little research literature exists on organizational change and resistance in student services. In this study six community colleges were selected with two from each of the three size of population categories: small (1,000-2,999), medium (3,000-8,999), and large (9,000 and above). In each size category two institutions were matched, one reported to have adapted and one reported to have not adapted services to meet adult needs. Adaptation was defined as conduct which alters the status quo to meet emerging needs, in this case changes in program delivery to meet the needs of adult learners. A further assessment was done by approximately 60 adult learners surveyed in the classroom at each institution. The results indicated that, in the adaptive student services organizations, change and/or new ideas were viewed as coming from a number of places within the institution, i.e., "bottom up" and/or "top down." Staff members themselves felt they had opportunities for input and morale was high. In the non-adaptive institutions there was less uniformity of opinion about the current situation. High-level administrators viewed the staff as being resistant to change and having low morale. A feeling existed in these institutions that there was not enough staff, money, or commitment to student services or professional development.

(Proposed solutions for problems in the areas of organizational models, staff, student activities, and placement are described.) (ABL)

ED 335 680 CS 212 957

Sperling, Melanie
High School English and the Teacher-Student Writing Conference: Fine-Tuned Duets in the Ensemble of the Classroom. Occasional Paper No. 26.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Communication; Classroom Research; Classroom Techniques; Discourse Analysis; *English Instruction; Ethnography; Grade 9; High Schools; *Teacher Student Relationship; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Writing Conferences

A case study examined the brief conversations about writing that took place between a high school English teacher and two of his students. One illustrative writing conference conversation lasting 1 minute and 19 seconds shows how, through the push and pull of their short exchange, student and teacher simultaneously read the book, read the writing assignment, and read each other, revising their "readings" along the way. Another such conference between the teacher and a different student, lasting 1 minute and 1 second, illustrates how the student examined a rhetorical strategy that had begun to look problematic and worked through a solution that confirmed her original plans. Because he has limited amounts of time in which to converse with each student, yet places high value on such talk, the teacher has adopted four strict strategies to make such conversation possible. These "ordinary" and quickly fleeting exchanges between teacher and student are critical events in the business of learning to write. (RS)

ED 335 700 CS 212 998

Harred, Jane
Collaborative Learning in the Literature Classroom: Old Problems Revisited.
PUB DATE- Mar 91
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Educational Objectives; Higher Education; Literature Appreciation; Power Structure; *Student Attitudes; Teacher Role; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Collaborative Learning

Some intended goals of collaborative learning are to disrupt established power relationships and to understand texts through a collaborative process of consensus and dissent. In practice, however, it is difficult to reach these goals, and students are expressing dissatisfaction with collaborative work in the classroom. A common complaint is that the students don t hear enough from the teacher in the classroom. Although the goal of the collaborative pedagogy is to empower the students, it is unclear whether students can be empowered if they do not feel empowered--when they feel, instead, actively excluded from a community of knowledge that they want to enter. Another concern is the collaborative model s emphasis on synthesis, on resolution, on consensus, and on summary, because these emphases can be totalizing and coercive, silencing minority opinions. The fact that those students who are most forceful and articulate in advancing their arguments are generally those who control what ends up counting as knowledge, negates the goal of de-emphasizing competition in the classroom. In spite of these concerns, a professor can use his or her authority in the classroom to authorize an opposing position. In this way minority views can be expressed and taken seriously. (PRA)

ED 335 765 EA 023 237

Smith, BetsAnn; Louis, Karen Seashore
Changes at Big Mountain High School: A Teaching Case. Final Deliverable.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Oct 90
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Decision Making; High Schools; Management Systems; Professional Autonomy; *Secondary School Curriculum; *Teacher Attitudes; *Teacher Response

This case study using pseudonyms was prepared for class discussion in training teachers and administrators who have some responsibility for building-level policy. Big Mountain is a well-established, comprehensive high school that served over 1,450 students in grades 10-12. Considerable autonomy is given to teachers, who have control their teaching and classrooms. Staff opinion about their involvement or lack thereof in decision making is mixed. Some question how much influence their input has and feel that the school s management is too "top down," despite the principal s espoused "bottom up" philosophy. Several departments are restructuring their curriculum through districtwide curriculum committees. Successful modifications in these departments are one reason the Language Arts department was told to reform its curriculum. Because of decisions to cut the department s electives and adopt a year-long, mandatory core curriculum, many teachers are anxious about losing latitude in what they teach. Case teaching notes that were prepared to assist instructors in using the Blue Mountain case in classroom discussion or in-service

activities are provided. (EJS)

ED 335 810 EC 300 552

Proceedings for the Annual Conference on the Management of Federal/State Data Systems (5th, Crystal City, Virginia, March 25-27, 1991).

PUB DATE- Mar 91
NOTE- 343p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classification; Data Analysis; *Data Collection; *Disabilities; Elementary Secondary Education; *Enrollment Rate; Federal Aid; Federal Programs; *Federal State Relationship; Handicap Identification; Program Evaluation; School Personnel; Special Education Teachers; State Programs; *Statistical Data; *Student Placement; Technical Assistance; Trend Analysis
IDENTIFIERS- Office of Special Education Programs

This conference was held to enhance communication between the Office of Special Education Programs (OSEP) and State education agency staffs, and to furnish information and technical assistance to State agencies in the areas of data management and improvement of data reliability, validity, and comparability. Abstracts of presentations include the following topics: changing criteria for evaluation of special education and implications on data collection; summary of the reauthorization of the Individuals with Disabilities Education Act and the impact on data participating students, staff, project implementation, and outcomes, besides providing conclusions and recommendations. (JDD) National Clearinghouse for Professions in Special Education; the Cooperative Education Data Collection and Reporting Standards of the National Center for Education Statistics; Westat technical assistance activities; federal verification procedures; the OSEP vision for children with disabilities; collection of exiting data; educational placement trends; trends in identification rates by race, ethnicityl, gender, and urbanicity; and OSEP processing of child count data for the distribution of funds. The proceedings document also includes descriptions of State special education data systems, data report forms for the 1990-91 school year, information on traumatic brain injury or head

injuries, a form used in the Personnel Mapping Project, and the executive summary from "A Guide to Improving the National Education Data System." (JDD)

ED 335 852 EC 300 594

Smutney, Joan Franklin, Ed.
Creativity: Nature and Nurture; Program and Curriculum; Reading and Writing.
PUB DATE- 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art; Art Education; Childrens Literature; Cooperative Learning; *Creative Development; Creative Thinking; *Creativity; Critical Thinking; Cultural Influences; *Curriculum Development; Elementary Secondary Education; Enrichment Activities; Freehand Drawing; *Gifted; Gifted Disadvantaged; Interdisciplinary Approach; Leadership; Mathematics Instruction; Mentors; Productivity; Program Development; Reading Instruction; Talent Identification; *Writing Instruction

This theme issue contains 17 articles which provide a diversity of views on the nature of creativity and how best to nurture it. Five initial articles are: "Creatively Gifted, disadvantaged Children: Their Desperate Need for Mentors" (E. Paul Torrance); "Creative Productivity: Understanding Its Sources and Nurture" (Donald J. Treffinger); "Creativity: Identifying the Unidentifiable (One Person s Opinion)" (Robert S. Sloat); "The Japanese and Creativity" (Kyoko Nakagawa); and "A Curmudgeon s Guide to the Classroom" (Jane Artabasy). Program and curriculum are examined in the following articles: "Developing Children s Creativity" (LeoNora M. Cohen); "A Model for Integrating Thinking and Process Skills into the Regular Curriculum through Gifted Education" (Steven M. Hoover); "Critical, Creative and Cooperative Thinking Activities for Gifted Math Students" (Jean Merzon); "Summer Enrichment: Time to Try an Interdisciplinary Course" (Diane G. Oppenheim); and "Creative Leadership: A New Vision for Education" (Deborah A. Weiner). Creativity in reading and writing are considered in: "Techniques for Stimulating Story Writing among Gifted Children" (Beverly Otto); " Bravo Minski Brings Big Thoughts to Young Readers" (William Nikola-Lisa); and "From Antique Books to Word Processing: A Whole-Language Approach Inspires Creativity in Young Gifted Authors" (Terese R. Messman). Finally, the arts are examined in the following articles: "A Wide-Eyed View of the Arts" (Lynn Schornick); "Drawing: A Process of Thinking" (Jeanie Goertz); and "A Case for Arts Education" (Joe Boyer). A paper by Edmund B. Hunt, titled "Reform: The Plight of the Gifted" (excerpted from "The Perils of Reform") concludes the issue. (DB)

ED 335 896 FL 019 349

Pollock, Karen E.; And Others
An Acoustic Analysis of Young Children s Productions of Word Stress.
PUB DATE- Apr 89
NOTE- 10p.; In: Papers and Reports on Child Language Development, Number 28, p140-147, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acoustic Phonetics; *Child Language; *Language Acquisition; Language Research; Learning Processes; Linguistic Theory; *Stress (Phonology); Young Children

A study investigated children s use of three acoustic parameters (intensity, fundamental frequency, and duration) in the production of two-syllable nonsense words. Subjects were six children each at ages 2, 3, and 4 years with age-appropriate language skills and normal hearing sensitivity. An examiner produced eight novel two-syllable words of similar phonological structure in relation to objects unfamiliar to the children, and then elicited them by imitation. The words were stressed on one or the other syllable. Acoustic analysis of the words elicited suggests that all three of the acoustic features measured are rather poorly controlled at age 2. At 3, both intensity and fundamental frequency appear to be used consistently to mark the stressed syllable regardless of its position in the word. However, it was not until age 4 that the children seemed to have control over duration as a feature for marking word stress. It is also concluded that the data argue for a neutral start hypothesis for early stress production. (MSE)

ED 335 661 CS 010 684

Otto, Beverly
Cohesive Harmony in Stories Reconstructed by Emergent Readers.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 91
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cohesion (Written Composition); Kindergarten; Kindergarten Children; *Language Acquisition; *Language Processing; Primary Education; Reading Aloud to Others; *Reading Comprehension; Reading Research; *Story Telling; Urban Education
IDENTIFIERS- *Cohesive Harmony; Emergent Literacy; Research Suggestions; *Retelling

A study examined emergent readers reconstructions of familiar storybook texts for evidence of cohesive harmony. The study focused on: the range of cohesive harmony; whether the level of cohesive harmony would reach linguistic significance; and whether patterns within the original text would emerge. Fourteen inner-city kindergartners were interviewed after having heard a story 3-4 times in the week prior to the interview. Results indicated that children s story reconstructions ranged from having no cohesive harmony to a level that approached the original text. Slightly over half of the reconstructed texts reached linguistic significance. Several children seemed to focus on and elaborate upon the patterned segments of the original text. Further study of text types as well as longitudinal research is necessary to increase understanding of the development of cohesive harmony in composition-related tasks among young children. (Four figures are included; 20 references are attached.) (Author/PRA)

ED 335 743 EA 023 206

Brown, Daniel J.
Decentralization and School-Based Management.
PUB DATE- 90
NOTE- 290p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrative Organization; *Decentralization; Elementary Secondary Education; Institutional Autonomy; Organizational Change; *School Based Management; School Organization

The general aim of this book is to provide a focussed discussion on decentralization and school-based management. In part 1, chapter 1, some problems, anticipations, and a recommendation concerning decentralization are presented. In part 2, chapters 2 through 6 review literature about the structural view of organizations, rationality and organizations, and political and organizational decentralization in education as well as a conceptual synthesis of and key questions about decentralization. Chapter 7 of part 3 delineates the methods used in a study about decentralization conducted for this book. The results of that study are analyzed in part 4, chapters 8 through 12, and used to answer questions about the structure of school-based management, how much flexibility of decision-making it provides, its system of accountability, its effect on productivity, and the adoption process. Conclusions drawn from the study are provided in part 5, chapters 13 through 15. An index is provided. (113 references) (EJS)

ED 335 788 EA 023 278

Vogt, Jeannie G.; McGee, Jerry C.
Handicapped Students: The Expulsion Question.
PUB DATE- Aug 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); *Court Litigation; *Disabilities; Discipline; *Discipline Policy; Educational Legislation; Elementary Secondary Education; *Expulsion; *Special Education; *Student Rights

Legal considerations in student discipline policies, particularly expulsion, and the rights of handicapped students are discussed in this paper. The public school administrator s dilemma is to uphold students legal rights while maintaining a safe learning environment for all students. A review of recent litigation concludes that implementation of the Rehabilitation Act (1974) and the Education for all Handicapped Children Act (1975) has provided civil and entitlement rights, yet has been accompanied by an upsurge in litigation. The recommendation is made for establishing a limit on resources that are spent on court litigation and encouraging mediation. (12 references) (LMI)

ED 335 920 FL 019 409

Horie, Kaoru
Causative Constructions in Nepali.
PUB DATE- 91
NOTE- 13p.; In: Kansas Working Papers in Linguistics, 1991, v16; see FL 019 402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Language Research; Linguistic Theory; *Nepali; *Semantics; Structural Analysis (Linguistics); *Syntax; *Uncommonly Taught Languages
IDENTIFIERS- *Causatives (Grammar)

Causative constructions have been observed to have an iconic relationship between form and meaning. In Nepali, the citation form of a verb ends in "-nu." By inserting the morpheme "-au" before "-nu," one can change the verbs into corresponding causative verbs. In addition, Nepali has several causative verbs that form periphrastic causative constructions. Analysis of the syntax and semantics of the major causative constructions in Nepali suggests an implicational scale ranging six causative constructions in terms of the realization of effect from the strongest to the weakest: lexical (e.g., "maar-nu"), morphological "-(au"), periphrastic causative ("lagau-nu, banau-nu, garau-nu, and di-nu"). It can be concluded that the iconic relationship between the structural integration of causative constructions on one hand and the conceptual

encapsulation of cause and effect on the other does occur in this language. (MSE)

ED 335 482 CE 058 605

Danis, Frances; Lecoupe, Francine
The Need for Training: A Synthesis of Recent Studies. Report 90-17.
PUB DATE- May 91

NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Distance Education; *Educational Needs; Educational Planning; *Educational Television; Foreign Countries; Job Training; *Labor Force Development; Labor Supply; *Mass Instruction; Postsecondary Education; *Public Television; *Skill Development; Telecourses
IDENTIFIERS- Canada; *TVOntario

An analysis and summary of 19 recent Canadian and U.S. reports on training needs show that all of them warn that Canada (like North America generally) is facing a serious skills crisis at a time of growing demand for capable workers. In addition, the studies point out that the private sector must contribute much more than it has so far to human resource development. The conclusions drawn from the analysis were intended to guide TVOntario in developing skills programming and a long-term skills plan for all sectors. Six target groups were identified, and their learning needs were categorized according to general literacy, communication, awareness, personal and health issues, management, and human resource issues. Eight specific areas in which TVOntario could become involved to fill gaps or provide alternatives to current skills training were identified: (1) generic skills programming; (2) direct industry-specific teaching; (3) technological awareness; (4) interpersonal skills; (5) public awareness; (6) prevention; (7) programming to provide options and choices; and (8) narrowcast programming (for example, programming directed to women or other special groups). (The report concludes with abstracts of the 19 source documents, citing focus, target groups and needs, key recommendations, ways to implement training, funding schemes, and outcomes.) (KC)

ED 335 501 CE 058 664

Greenberg, Mark; And Others

JOBS in the South: A Review of Initial State Data. State Profiles. Statistics Related to JOBS Implementation in the South.

PUB DATE- Mar 91
NOTE- 29p.; Paper prepared for "JOBS and Education in the South: New Linkages, New Issues" (Atlanta, GA, March 25-26, 1991). For a related document, see CE 058 665.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Employment Programs; Federal Aid; Federal Programs; *Job Training; Postsecondary Education; Program Effectiveness; *Program Implementation; Research Problems; Secondary Education; *State Programs; *Welfare Recipients
IDENTIFIERS- *Job Opportunities in the Business Sector; *United States (South)

JOBS (Job Opportunities in the Business Sector) participation data from federal reports for December 1990 were reviewed for 9 of the 10 states of the South (Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee). Kentucky information was not available at the time of review. Although federal reporting has its problems (such as using 1 month as typical, failing to describe what "participation" involves, the way in which data are requested, and states own perceptions of inaccuracy in their data), it is the only available source of statistics. A number of inferences were drawn from the study: (1) the number of participants in components is a small fraction of the number of adult welfare recipients in most Southern states; (2) education below the postsecondary level is the largest activity in most Southern states; (3) the size of the skills training and job readiness components varies considerably from state to state; (4) a sizable percentage of participants are in postsecondary activities; (5) job search is not a large program component; (6) there is almost no involvement in on-the-job training and work supplementation; (7) most states do not have substantial participation in work experience programs; (8) the first states to implement JOBS in the South have varied widely in the extent to which they draw available federal funds; (9) a significant portion of JOBS spending is going to assessment costs; and (10) there is great variation in the numbers of participants receiving child care assistance. (Statistical profiles are provided for the 10 states.) (KC)

ED 335 522 CE 058 745

Clyde, Albert
Getting to Grips with Key Technologies. A British Perspective.
PUB DATE- 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Abstract Reasoning; Concept Formation; Continuing Education; Curriculum Development; Foreign Countries; Innovation; Logical Thinking; Postsecondary Education; *Role of Education; Secondary Education; *Technological Advancement; *Technology; Vocational Education
IDENTIFIERS- Australia; United Kingdom

This booklet is part of the "Getting to Grips with..." series, which is intended for the general reader who wants to understand important trends in vocational education and training. It is designed to provide the reader with an understanding of the concept of key technologies, to describe the potential importance that this way of thinking could have on education, and to provide some practical examples of how it could be introduced. The booklet is in two parts. The first part, a description of the subject matter that should be clear to any interested layperson, covers the following topics: (1) why conceptual thinking must be developed; (2) a definition and discussion of key technologies; (3) ways to recognize key technologies; (4) the application of key technologies leading to innovation; and (5) the role of education, including the permeation of the concept of key technologies into initial education and training and key technologies as the basis for continuing education and training for technicians and engineers. These topics are illustrated by examples from the British experience. The second part gives an annotated list of 17 publications for those who want to read further. Each annotation consists of the author or sponsoring organization, publication data, title, publisher, and content summary. Model assignments are appended. (YLB)

ED 335 560 CG 022 676

King, Patricia M.; Taylor, Jack A.
Factors Influencing the Intellectual Development and Academic Achievement of Black College Students. Final Report Submitted to the Counseling and Human Development Foundation.

PUB DATE- Oct 89
NOTE- 49p.; Portions of reprinted material may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Black Students; College Students; *Educational Attainment; Higher Education; Influences; *Intellectual Development; Sex Differences; *Social Integration; *Student Development

This study examined the intellectual development of black college students and investigated the relationship among students intellectual development, their academic and social integration, and the noncognitive factors specified by Tracey and Sedlacek (1984). Subjects were 344 black undergraduate students at a large midwestern state university who provided background information and completed the Institutional Integration Scale (IIS), the Noncognitive Questionnaire (NCQ), and an Environmental Referent. A subsample of 146 students was also interviewed using the Reflective Judgment Interview (RJI). The major findings from the examination of class and gender differences on the IIS were the class differences found on the Peer Group Interactions scale and on the Social Integration scale, with seniors scoring somewhat higher than freshmen. Because of low internal consistency reliabilities on the NCQ, analyses could only be run on three of the eight scales. A class main effect was found only for the Knowledge Obtained in a Field scale. A gender main effect was obtained on the Successful Leadership Experience scale, with females scoring higher. Prior studies examining class differences have found that RJT scores increased with educational level; this pattern was repeated with this sample. These differences were not attributable to the academic or social integration nor to Tracey and Sedlacek s noncognitive factors. (NB)

ED 335 580　　CG 023 573

Krick, Robert L.; And Others
A Comparison of Problems and Adjustment of Divorced Custodial Fathers, Divorced Noncustodial Fathers, and Divorced Childless Men.
PUB DATE- Apr 91
NOTE- 24p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Child Custody; Childlessness; *Divorce; *Fathers; Males; Morale

Research on the effects of divorce has generally focused on mothers and children, neglecting the father. This study examined post-divorce problems in divorced custodial fathers (N=20), divorced noncustodial fathers (N=20), and divorced childless men (N=20). The three groups and a group of married fathers (N=20) were compared on a measure of morale and a measure of psychological adjustment. Multivariate analysis of variance demonstrated significant overall differences (p .05) among the three divorced groups on post-divorce problems. Analysis of variance and individual comparison techniques revealed, as expected, that both custodial and noncustodial divorced fathers reported significantly more parent-child concerns than divorced childless men (p .05), but that there was no significant difference between the custodial and noncustodial divorced fathers. Divorced custodial fathers reported more practical problems (housekeeping, cooking, time management) than did divorced childless men (p .05), while divorced noncustodial fathers did not differ significantly from the other two groups. The findings on post-divorce problems suggest that noncustodial fathers may be in need of interventions similar to those developed for custodial fathers. (36 references) (NB)

ED 335 600 CG 023 593

Kleespies, Phillip M.
The Stress of Patient Suicide during Training: Preliminary Findings.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Suicidology (24th, Boston, MA, April 17-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Psychology; *Counselor Client Relationship; Counselor Training; Graduate Students; Higher Education; Psychologists; *Stress Variables; *Suicide

An earlier study found that psychology interns who experienced patient suicides reported stress levels on the Impact of Event Scale higher than those found with professional clinicians who had patient suicides. The present study is a replication of the earlier study but with a much larger sample and an attempt to assess a broader spectrum of suicidal behaviors (i.e., suicide completions, suicide attempts, and suicide ideation). Subjects were 92 male and 160 female pre-doctoral interns in clinical psychology from nine internship sites. Those subjects who had experienced a patient suicide completion, a patient suicide attempt, or a patient suicide ideation completed the Impact of Event Scale. Thirty-one subjects reported having had a patient who actually committed suicide, 73 reported having had a patient who made a suicide attempt, and 140 reported having had at least one patient who had suicidal ideation. Preliminary findings suggest that one in eight psychology graduate students experienced a patient suicide while more than one in four experienced a patient suicide attempt. As in the earlier study, the level of reported stress for those who had a patient suicide seemed to be greater for trainees than the level reported for professional clinicians in other studies. The next phase of the research will assess what helped or might have helped trainees to cope with these stresses of clinical training. (NB)

ED 335 641 CS 010 663

Landry, Maureen D.

Developing Literacy among Kindergarten Children through the Implementation of Child Centered Activities Based upon Reading Recovery Principles.

PUB DATE- 91
NOTE- 90p.; Ed.D. Practicum, Nova University.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Reading; Class Activities; *Kindergarten; Kindergarten Children; *Language Acquisition; Literacy; Parent Role; Primary Education; Reading Writing Relationship; Whole Language Approach
IDENTIFIERS- Child Centered Education; *Emergent Literacy; *Reading Recovery Projects

A practicum provided child-centered activities for 20 kindergarten children during regular school hours. Goals for the practicum were to: (1) develop literacy; (2) increase social interaction between the teacher and the child through verbal and body language communication which weaves reading and writing into the relationship; and (3) obtain a shared commitment to literacy with the assistance and help of the parents and school staff. Child-centered activities utilizing the regular classroom facility and based upon reading recovery principles were used. Results showed a significant shift in students attitude and performance towards reading, writing, and language. Results suggest that child-centered activities which wove reading, writing, and language behavior into the learning process developed literacy. The appendix provides three survey forms. (75 references; 8 tables) (SR)

ED 335 681 CS 212 958

Freedman, Sarah Warshauer

Evaluating Writing: Linking Large-Scale Testing and Classroom Assessment. Occasional Paper No. 27.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 91

NOTE- 25p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Informal Assessment; *Portfolios (Background Materials); Program Descriptions; Test Format; *Testing Problems; Test Length; *Test Reliability; Test Validity; *Writing Evaluation; *Writing Tests

IDENTIFIERS- College Entrance Examination Board; Educational Testing Service; National Assessment of Educational Progress; United Kingdom; Vermont

Writing teachers and educators can add to information from large-scale testing and teachers can strengthen classroom assessment by creating a tight fit between large-scale testing and classroom assessment. Across the years, large-scale testing programs have struggled with a difficult problem: how to evaluate student writing reliably and cost-effectively. Indirect measures, direct assessments, "holistic" scoring, and primary trait scoring (as used by the College Entrance Examination Board, the Educational Testing Service, and the National Assessment of Educational Progress) all have serious limitations. Even though not well defined, the portfolio movement provides a potential link between large-scale testing and classroom assessment and teaching. Several large-scale portfolio assessment programs are currently in place: (1) the Arts PROPEL program, a Pittsburgh school-district portfolio project in art, music, and imaginative writing; (2) the "Primary Language Record," a kind of portfolio introducing systematic record-keeping about language growth into all elementary classrooms in the United Kingdom; (3) a draft, state-wide plan for portfolio assessment in Vermont; and (4) the General Certificate of Secondary Education (GSCE) in language and literature, in which British students choose either a timed writing test plus a portfolio of coursework or simply a folder of coursework. However, just collecting and evaluating portfolios will solve neither the assessment problems nor the need to create a professional climate in schools. By coupling assessment and instruction in increasingly sophisticated ways, educators and teachers may be able to make a real difference in education. (Seventy-three references are attached.) (RS)

ED 335 832 EC 300 574

Rivera, Natasha
Project Recurso, 1989-1990. Final Evaluation Report. OREA Report.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- Aug 90
NOTE- 14p.; Prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit. For the 1988-89 report, see ED 322 677. For another related document, see ED 310 636.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Curriculum Development; *Disabilities; Elementary Education; *English (Second Language); Hispanic Americans; Inservice Teacher Education; *Limited English Speaking; Parent Education; Parent Participation; Program Evaluation; *Spanish Speaking
IDENTIFIERS- New York City Board of Education; *Project Recurso NY

This report presents final (fifth year) results of Project Recurso, a federally funded project which provided 147 Spanish-speaking special education students (grades 3-5) in 12 New York City schools with instruction in English as a Second Language (ESL), Native Language Arts (NLA), and bilingual content area subjects. The project also provided staff development and parental involvement activities. Objectives for staff and curriculum development as well as for parental involvement were fully met. The project did not meet the two content area objectives or two of the ESL objectives. Additionally, no data were available to assess two other ESL or three NLA objectives. The program s strengths were its ability to train bilingual special education professionals and offer relevant activities for parental involvement. The report recommends that the project s curriculum materials be disseminated to other bilingual special education programs. (DB)

ED 335 874 FL 019 327

Keller, Maria A.; Mitrano-Neto, Nelson
Responding to Students Writing: A Pilot Study.
PUB DATE- Apr 87

NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Educational Strategies; *English (Second Language); *Error Correction; Foreign Countries; Instructional Effectiveness; *Student Development; *Writing Instruction; *Writing Processes

A study investigated whether a change in focus, viewing student writing as a process rather than a product, would have a significant positive effect on writing skill development. Secondarily, the study examined the effectiveness of actual teaching techniques, including a series of writing tasks interspersed with student-teacher interaction and the use of comments. Subjects were two pre-intermediate level groups, each with 20 students of English as a Second Language. The writing of one group was evaluated using traditional error correction, and the work of the other using a process approach. Teacher comments and students final essays were evaluated. Five basic kinds of comments were found concerning: (1) organization and content; (2) lack of cohension; (3) giving details; (4) use of the native language; and (5) offering encouragement. Areas of writing improvement noted include the following: overall improvement; better expression of content; improved cohesion and grammar; and improvement over a series of tasks. Results suggest that the process approach was more effective than traditional error correction. It is also concluded that while the process approach helped improve student writing, it also contributed to individual student development. (MSE)

ED 335 444 CE 057 538

Smith, Kevin; Curran, Chris

Developments in Distance Education in Asia. An Analysis of Five Case Studies.

PUB DATE- 89
NOTE- 200p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Case Studies; *Cost Effectiveness; Developing Nations; *Distance Education; *Educational Finance; Educational Quality; Educational Research; Equal Education; Financial Support; Foreign Countries; Models; *National Programs; Organization; Program Administration; *Program Development
IDENTIFIERS- *Asia; Central Institute of Educ Technology (India); Central Radio and TV University (China); Indira Gandhi National Open University (India); Sukhothai Thammathirat Open University (Thailand); Universitas Terbuka (Indonesia)

This report presents a comparative analysis of five Asian systems that use communications technologies on a large scale for educational purposes. Part 1 provides background on the project and describes two meetings, one of which launched the project and a second, at which self-analyses were made. The national contexts of the systems and their responses are also described. This brief analysis looks at the main elements in three phases of development of the five national educational systems: planning, designs and structures, and educational and administrative processes. Resource factors relating to the use of communications technologies are considered. The cost structures, resource costs, and financing aspects of the five systems are described. Part 2 discusses five key issues: access and equity, the quality of learning, the effectiveness of use of communications technology, management, and resource factors. Appendixes in this section include a framework for the project methodology and cost analysis questionnaire. Part 3 contains the five Asian case studies: Central Institute of Educational Technology, India; Central Radio and TV University, China; Indira Gandhi National Open University, India; Sukhothai Thammathirat Open University, Thailand; and Universitas Terbuka, Indonesia. Each case study consists of these sections: context, input--system design, educational process, costs, and educational outcomes. (YLB)

ED 335 541 CE 058 785

The Eight Percent Dividend. Exemplary JTPA/Vocational Education "Eight Percent" Projects.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Agency Cooperation; Compliance (Legal); Cooperative Programs; *Demonstration Programs; *Disadvantaged; Education Work Relationship; Employment Programs; Federal Programs; Federal State Relationship; Job Training; *Linking Agents; Postsecondary Education; Program Implementation; Secondary Education; *State Programs
IDENTIFIERS- *Job Training Partnership Act 1982; *Ohio

Ohio s use of the Job Training Partnership Act (JTPA) 8 percent set-aside has been noted as exemplary. The first half of this report reviews the national literature on 8 percent JTPA programs, then discusses Ohio s State Education Coordination and Grants Advisory Council (SECGAC), unique among state administrative mechanisms. It notes that SECGAC has developed and publicized a consistent policy regarding how 8 percent funds should and should not be used. The second half of the report contains brief sketches of 19 exemplary programs in three groups corresponding to the three paths along which Ohio allocates the money: 80 percent by formula to the 30 JTPA service delivery agencies for long-term training; 20 percent of that 80 percent to four state departments to help institutionalized people make the transition to the world of work; and the remaining 20 percent as seed money for linkage and coordination activities. The study concludes that the Ohio efforts are sincere, systematic, and creative efforts to use 8 percent funds for their intended purpose: to foster cooperation among agencies serving those who need training for employment. The study recommended that other states copy Ohio s example and that the federal government do less in such programs in terms of regulations. (12 references) (KC)

ED 335 620 CG 023 613

Thurston, Victoria

A Counseling Program for Parents and Students To Reduce Tardiness in an Elementary School.

PUB DATE- 5 Jul 91

NOTE- 41p.; M.S. practicum report, Nova University.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Behavior Change; *Counseling Effectiveness; Elementary Education; *Elementary School Students; Grade 2; Grade 3; Grade 5; Parent School Relationship; School Counseling

IDENTIFIERS- *Tardiness

Student tardiness at an elementary school was creating problems for classroom teachers, problems associated with interruptions, missing morning announcements, and the difficulty of reinforcing tardiness as unacceptable behavior. A program was developed and implemented to reduce elementary school student tardiness. The target group consisted of second, third, and fifth grade students (N=10) identified by their classroom teachers as being consistently tardy (20 or more times) during a 10-week period. Reasons for tardiness were examined by means of a survey. The programs consisted of the following strategies: (1) counseling for parents and students; (2) a daily check-in honor system located in the classroom; and (3) weekly incentives. Success was measured by comparing the statistics of the first 10-week period with the statistics of the 10-week implementation period. The use of a pre/post-attendance survey served to evaluate increases or decreases in student tardiness. Results of the program showed that tardiness was significantly reduced in the target population. Of particular importance was the reduction of tardiness among those students who were car riders. This result was noteworthy since their arrival time was dependent upon transportation provided by their parents. (Appendices include a sample tardy survey, parent letter, daily check-in plan, and student questionnaire.) (Author/ABL)

ED 335 701 CS 212 999

Livdahl, Barbara J.
The Learner-Centered Classroom: Explorations Into Language and Learning.
PUB DATE- Sep 91
NOTE- 11p.; Original printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Junior High Schools; *Language Arts; Language Skills; *Learner Controlled Instruction; *Learning Processes; Learning Theories; *Student Centered Curriculum; Student Motivation; Teacher Student Relationship
IDENTIFIERS- *Learner Centered Instruction

A common problem for teachers and students is that the teacher s control of the communication in the classroom limits the students use of their language to learn. Group learning, an alternative to the traditional teacher-led classroom structure, can enhance the students opportunity to use their language. An understanding of the following three factors has important implications for the language arts classroom, namely, that: (1) students bring complex theories or representations of the world to the learning situation; (2) students already have highly developed language learning skills; and (3) talking and writing as well as reading and listening are valuable language learning tools. The use of these world views and language skills is central to students learning. Teachers should remember when choosing materials and strategies that students motivation for learning is their desire or need to make sense of the world by confirming or revising their world view. Language is the system by which they recode experiences into theories so that they can operate or elaborate on them. Language makes thoughts visible so that they are available for introspection and revision. Talking and writing are powerful learning tools because the students learn from the ideas for others. Language arts classrooms restructured on the basis of these implications can be truly learner-centered, and have the potential to be lively, exciting places where all participants are engaged in meaningful learning. (Eighteen references are attached.) (PRA)

ED 335 722 CS 507 555

Pearson, Judy C.; Sessler, Carol J.

Family Communication and Health: Maintaining Marital Satisfaction and Quality of Life.

PUB DATE- 27 May 91
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; Family Life; *Family Relationship; Grade 6; Intermediate Grades; *Interpersonal Communication; *Marital Satisfaction
IDENTIFIERS- Communication Behavior; *Family Communication

The role of communication in the maintenance of healthy long-term family relationships is an important one. Communication exists within the family as a dynamic and essential force in the maintenance of relationships, and facilitates the development of the satisfied and healthy family. Families are governed by rules, making interactions patterned and predictable. Flexibility in these rules is inherently related to the satisfaction of the family. Two general skills are important: the ability to establish workable rules for interaction and the ability to control the communication to reach desired goals. Even sixth-grade students (who were questioned in North Carolina) recognized the importance of family communication, in commenting on when they felt good and bad about their families. Families have changed greatly in the last two decades, and the communication within such families also needs examination. Each contemporary family type (cohabiting couples, nuclear families, single-parent families, blended families, dual-worker families) is presented with unique problems to overcome. Roles within contemporary families are changing: people play a variety of roles and both women and men are expected to play an increasing number of roles in many families. Communicating role expectations is related to family satisfaction. A balance between autonomy and intimacy is important within the family, and the role of communication in finding it is paramount. Supporting, disclosing, negotiating, positively distorting, communicating needs, and demonstrating understanding of other family members are just a few of the communicative behaviors crucial in creating a family which is healthy and happy. Developing and maintaining flexible communication behaviors is one way toward a more fulfilling family life. (Sixty-seven references are attached.) (SR)

ED 335 766 EA 023 239

Walters, Susan A.

Can Networking Encourage the Sharing of Practical Wisdom?

PUB DATE- Apr 91
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Collegiality; *Faculty Development; Information Networks; Information Utilization; Junior High Schools; *Participative Decision Making; Problem Solving; *Professional Development; *Teacher Participation; Teamwork

Implementation processes and outcomes at a junior high school of the Mastery in Learning Project, an NEA-sponsored national school transformation effort, are described in this paper. Based on the principle that a school s decisions should be made by its faculty, the project seeks to develop teachers ability to creatively and cooperatively use skills and knowledge for problem solving. The four-stage process involves developing a school profile, taking a faculty inventory, developing committee teamwork, and developing staff involvement in comprehensive decision making. The project also participated in the School Renewal Network, a computer information system. Features of the program include utilization of a knowledge base, collegiality, reflection, and open expression of conflicting beliefs. (9 references) (LMI)

ED 335 789 EA 023 279

Clardy, Alan

Compensation Systems and School Effectiveness: Merit Pay As an Incentive for School Improvement.

PUB DATE- May 88

NOTE- 50p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Compensation (Remuneration); Elementary Secondary Education; *Incentives; Job Performance; *Merit Pay; Personnel Evaluation; *Personnel Policy; *Recognition (Achievement); Teacher Evaluation; *Teacher Salaries

Teacher compensation systems, particularly the merit pay plan, are discussed in this paper. The introduction offers a historical overview of incentive compensation programs and presents the policy issue--whether or not merit pay plans contribute to school effectiveness. The single salary system is described in the next section, followed by a discussion of the merit pay plan. An effective merit plan requires clearly identified goals, identification of working conditions, accurate measurement, and valued rewards. Proponents of the plan argue that it provides powerful incentives, promotes communication and feedback, and is politically attractive. Drawbacks include faulty design, administrative problems, psychometric weaknesses, and legal and philosophical concerns. Alternatives to merit pay are discussed in the third section, which concludes that not all are performance-based. The fourth section presents a modified merit pay plan as a preferred policy option, in which the teacher receives a combined rating based on student achievement scores and teacher ratings based on principal and peer evaluation. The recommendation is made for compensation to be determined in accord with clearly defined teacher evaluation criteria. A conclusion is that problems solved by the merit pay plan outweigh those it creates. The appendix provides an example of a single-salary schedule. (34 references) (LMI)

ED 335 811 EC 300 553

Bilingual Education Talented Academy--Gifted and Talented (Project BETA). 1989-90 Final Evaluation Report. OREA Report.

PUB DATE- 90
NOTE- 15p.; Prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit. For a related document, see ED 322 679.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Curriculum Development; *English (Second Language); English Instruction; *Gifted; High Schools; *Limited English Speaking; Native Language Instruction; Parent Participation; *Program Evaluation; Spanish Speaking; Special Programs; Staff Development; *Talent
IDENTIFIERS- New York City Board of Education; Project BETA NY

Project BETA (Bilingual Education Talented Academy--Gifted and Talented) is a federally funded project serving gifted and talented limited-English-proficient students at two high schools in the Bronx, New York. The project focused in particular on Spanish-speaking students but also served students of at least 11 other language groups. Students received instruction in English as a Second Language, Native Language Arts, science, mathematics, social studies, computer science, and career education. The project provided staff development, curriculum development, and parental involvement activities. This report describes participating students, staff, project implementation, outcomes, conclusions, and recommendations. (JDD)

ED 335 897 FL 019 350

Stromswold, Karin

How Conservative Are Children? Evidence from Auxiliary Errors.

PUB DATE- Apr 89
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number 28, p148-155, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Difficulty Level; English; Error Analysis (Language); *Error Patterns; *Language Acquisition; Language Research; Learning Processes; Linguistic Theory; *Verbs; Young Children
IDENTIFIERS- *Auxiliary Verbs

A study of children s acquisition of the auxiliary verb system in English is reported. The first section describes the operation of the auxiliary system, and proposes that the behavior of auxiliaries is so complicated that if children were to generalize from one auxiliary to another, they would make predictable errors. The second section reviews data from a large corpus of young children s language for evidence of auxiliary errors. From this data, it was determined that inversion errors are the only auxiliary errors made with appreciable frequency. Based on the scarcity of most error types, it is concluded that children acquire most aspects of the auxiliary system conservatively, and that little evidence of a productive learning strategy emerges from this data. Further research on time factors in the acquisition of the various auxiliaries is recommended to complement these findings. (MSE)

ED 335 921 FL 019 410

Ichihashi, Kumiko
Transitivity Indicators "-Yu" and "-Wi" in Hualapai.
PUB DATE- 91
NOTE- 19p.; In: Kansas Working Papers in Linguistics, 1991, v16; see FL 019 402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Languages; Grammar; *Language Patterns; Language Research; Linguistic Theory; Structural Analysis (Linguistics); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Hualapai; *Transitivity

The distribution of Hualapai auxiliary verbs "-yu" and "-wi" can not be explained only by the presence or absence of an object, or by the active or stative feature of the matrix verb. It can be explained in terms of transitivity, in that "-wi" corresponds to high transitivity and "-yu" to low transitivity of the clause. Several grammatical processes (causative, applicative, and passive) interact with the transitivity of the clause, which correlates with auxiliary alternation. The speaker s attitude with regard to the nature of the event also affects the evaluation of transitivity in Hualapai. This suggests that the degree of transitivity is determined subjectively by the speaker. Among the transitivity parameters, the existence of second and affected participants and the activity indicated by the clause seem to be crucial components for deciding the degree of transitivity. More detailed observation about the precise nature of each grammatical process involved would be revealing. (Author/MSE)

ED 335 463 CE 058 574

Gould, Sara K., Ed.; Parzen, Julia, Ed.
Enterprising Women. Local Initiatives for Job Creation.
PUB DATE- 90
NOTE- 97p.; Based on the proceedings of the Conference on Women--Local Initiatives--Job Creation (Oslo, Norway, 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Business Administration; *Business Administration Education; Business Cycles; Business Skills; Disadvantaged; Economic Opportunities; Employed Women; *Entrepreneurship; Equal Opportunities (Jobs); Family Role; *Females; Foreign Countries; Labor Force; *Self Employment; Small Businesses; Unemployment; Welfare Services; Womens Studies

This collection of papers stresses the need to expand female entrepreneurship by encouraging women to set up new businesses, making it easier for them to become self-employed, and being more considerate of women s wishes and potential. This report contains two parts: "Setting the Scene" and "Local Responses: What Is and What Could Be." Part 1 contains three chapters: (1) "Business Creation and Local Economic Development--Why Entrepreneurship Should Be Encouraged" (Beth Siegel); (2) "Women in the Labour Market--The Choices Women Have" (Julianne Malveaux); and (3) "Women and Enterprise Creation: Barriers and Opportunities" (Candida Brush). Part 2 also contains three chapters: (1) "The Role of Intermediaries in Strengthening Women s Self-Employment Activities" (Chris Weiss); (2) "The Role of Intermediaries in Strengthening Women s Business Expansion Activities" (Kathryn Keeley); and (3) "Conclusions, Recommendations and a Framework for Action" (Sara K. Gould and Julia Parzen). (NLA)

ED 335 662 CS 010 687

VanLeirsburg, Peggy
Socio-Educational Influences on Standardized Reading Tests, 1900-1991. Literacy Research Report No. 11.
PUB DATE- Nov 91
NOTE- 14p.; Based on a dissertation "The Historical Development of Standardized Reading Tests in the United States, 1900-1991," completed at Northern Illinois University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- Educational History; *Educational Testing; Elementary Secondary Education; *Reading Tests; *Social Influences; *Standardized Tests; Testing Problems
IDENTIFIERS- Historical Background

Since 1915, the movement to test reading ability has grown in importance and pervasiveness. Testing is relied on to offer quantitative information, to determine the usefulness of instructional approaches, and to help ensure accountability. The demand for tests arose during the period from 1990 to 1992 when school became compulsory and educators faced new challenges with the range of abilities and diversity of cultures that individuals brought to the public school system. In 1915, W. S. Gray published the first standardized reading test. Later, other reading tests were published to measure comprehension. During the period from 1930 to 1965, schools relied heavily on standardized tests to diagnose disability, predict success, place students in special programs, and demonstrate instructional effectiveness. From 1966 to 1991, federal legislation and judicial decisions requiring public schools to provide free educational services contributed to the further pervasiveness of testing. Although reading tests have not changed significantly in the past 70 years, there have been advances in statistical sophistication relative to reliability and validity. But there is a growing dichotomy between recent advances in understanding the reading process and the tests used to measure reading achievement. The following five recommendations can help to improve large-scale reading assessment: (1) tests should be administered with a specific purpose; (2) the amount of testing should be reduced; (3) knowledge about tests should be improved and increased; (4) standardized tests should be carefully chosen; and (5) assessment information should be used for instructional purposes at a personal level. (One table of data is included and 32 references are attached.) (PRA)

ED 335 744 EA 023 207

Silver, Harold
Education, Change and the Policy Process. Education Policy Perspectives Series.
PUB DATE- 90
NOTE- 240p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Change Strategies; *Educational History; Educational Improvement; *Educational Policy; Educational Practices; Educational Trends; Foreign Countries; Futures (of Society); Higher Education; History; *Policy Formation; Trend Analysis
IDENTIFIERS- United Kingdom

The aim of this book is to track the historical elements of change in educational policy formation and implementation in relation to the specifics of responses to change, the possibilities of change, and attempts to achieve it. Chapter 1 assess whether the future is in past historical change or is simply illuminated by it. The notion of an explicit relationship between history and policy analysis is expounded in chapter 2. The answer for successful policy making in British higher education is looked for in chapter 3. Chapter 4 describes versions of accountability in public sectors of higher education. Chapter 5 delineates the decline in the reputation of British higher education from the mid-1960s to the 1980s. Chapter 6 places vocationalism in the context of further education, describing its intentions and outcomes. Chapter 7 contains a history of periods in British education from 1780 until now. Chapter 8 examines the American zeal for change in education as a historical process beginning in the 1980s. Chapter 9 describes the plight of socially disadvantaged children in school from 1920-80. Chapter 10 reinforces the general thrust of the book as a concern for using "historical policy analysis" as a point of entry into considerations for educational change. Notes at the end of each chapter and an index are provided. (EJS)

ED 335 853 EC 300 595

Lutfiyya, Zana Marie
Personal Relationships and Social Networks: Facilitating the Participation of Individuals with Disabilities in Community Life.
PUB DATE- Apr 91
NOTE- 99p.; For a related document, see ED 307 738.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Citizen Participation; *Developmental Disabilities; *Friendship; *Helping Relationship; Interpersonal Relationship; Quality of Life; Severe Disabilities; *Social Integration

This monograph presents four papers which focus on the experiences of people with disabilities in terms of their personal relationships and belonging to a social network. The first three papers are authored by Zana Marie Lutfiyya. An overview article, "Reflections on Relationships between People with and without Disabilities," describes some of the factors that influence the possibility of such relationships. Noted are the lack of opportunities of many developmentally disabled persons to meet others in ways conducive to developing personal relationships. The second article, "Affectionate Bonds: What We Can Learn by Listening to Friends," was excerpted from a larger monograph. This article describes conclusions drawn from observing four such integrated friendship pairs. The third article, "Tony Santi and the Bakery: The Roles of Facilitation, Accommodation, and Interpretation," describes one disabled man s social network and the efforts of others to ensure his continued involvement and participation. The fourth article is by John O Brien and Connie Lyle O Brien and is titled, "Members of Each Other: Perspectives on Social Support for People with Severe Disabilities." It examines the meaning of membership in a community and ways that such membership can be established for individuals with severe disabilities. An annotated bibliography provides abstracts of 23 publications also addressing these issues. (DB)

ED 335 483 CE 058 608

Wisconsin Adult Education for the Homeless. Program Evaluation Final Report.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 31 Dec 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Programs; Community Programs; *Homeless People; *Literacy Education; *Outcomes of Education; Program Effectiveness; Program Implementation; Program Improvement; State Programs; Statewide Planning
IDENTIFIERS- *Wisconsin

Four adult education programs serving homeless persons in Wisconsin were evaluated. Data were gathered through site visits, a review of program documents, and a survey of 43 homeless individuals served by the programs (7 percent of the total population served). Participants expressed very positive feelings about the programs. Many reported that their basic skill levels had improved and that they felt more optimistic and better about themselves. The number of persons who returned to classes or enrolled in other educational activities since leaving the homeless programs was very high. Interviews with program and shelter staff showed a high degree of cooperation in three of the sites and indicated that, although the fourth site was experiencing difficulty, personnel changes were expected to improve the situation. Barriers to program implementation included personal characteristics of participants and inherent problems in the programs, such as lack of facilities. The homeless education programs did not compete with other literacy programs, since they served persons out of the mainstream. As a result of the evaluation, recommendations for program improvement involving leadership were made to the State Department of Education and recommendations for program operation were made to local program staff. (Site visit interview forms and participant surveys are appended.) (KC)

ED 335 502 CE 058 665

Greenberg, Mark; Strawn, Julie
JOBS in the South. The Impact of Low Welfare Benefits and Low Education Levels.

PUB DATE- Mar 91
NOTE- 21p.; Prepared for "JOBS and Education in the South: New Linkages, New Issues" (Atlanta, GA, March 25-26, 1991). For a related document, see CE 058 664.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Basic Skills; Educationally Disadvantaged; Eligibility; *Employment Programs; Federal Aid; Federal Programs; *Job Training; Low Income; Postsecondary Education; Program Effectiveness; *Program Implementation; Research Problems; Secondary Education; *State Programs; *Welfare Recipients
IDENTIFIERS- *Job Opportunities in the Business Sector; *United States (South)

JOBS (Job Opportunities in the Business Sector) implementation faces major challenges in every state, but two issues are of particular importance in the South: the impact of low welfare benefits and the impact of low educational levels among Aid to Families with Dependent Children (AFDC) recipients. The impact of low welfare benefits shows up because all 10 Southern states studied have substantially lower AFDC payments than the national median. Although it is difficult for a family to live on AFDC for any substantial length of time, a very low wage job, such as can be provided by the JOBS program, will make a family ineligible for AFDC in a Southern state. Therefore, long-term planning for the JOBS program can be difficult because a temporary interruption in AFDC eligibility tied to a temporary increase in income will make a person ineligible for the JOBS program as well. Obtaining a low-wage job following participation in the JOBS program may not make the family better off because they lose AFDC and health benefits and incur work-related expenses. Transitional services are needed to help JOBS participants make the transition to private jobs. The impact of low levels of education among AFDC recipients in the South means that JOBS participants may have to spend too much time in education programs or that the adult education programs available may not provide enough hours or prepare participants for better jobs. Recommendations for improving the JOBS situation in the South include the following: (1) choosing and monitoring adult education services carefully; (2) combining education with employment; (3) combining adult and child development classes; and (4) offering concurrent or integrated education and job training. (KC)

ED 335 523 CE 058 746

Hall, William C.

Links between TAFE and Industry: A TAFE Perspective. A Discussion Paper.

PUB DATE- 91

NOTE- 14p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Competency Based Education; *Continuing Education; Developed Nations; *Educational Needs; Educational Philosophy; Educational Policy; *Educational Practices; *Education Work Relationship; Foreign Countries; *Industry; Policy Formation; Postsecondary Education; *School Business Relationship; Technical Education; Vocational Education

IDENTIFIERS- *TAFE (Australia)

This paper considers links between the Technical and Further Education (TAFE) system in Australia and industry and raises issues for discussion. The first section describes TAFE and its background, followed by descriptions of the links between TAFE and industry at the national, system, college, and individual levels. According to the research, national links have been developed directly through structural changes and less directly through political pressure. System links have developed through structural changes also. Common features of these links are the separation of policy formulation from delivery, integration of some Commonwealth activity within the state/territory structure, a reduction in the number of advisory bodies, an emphasis on cost recovery--especially when providing training to industry, and attempts to break the on-the-job/off-the-job dichotomy. A major curriculum push in all systems and across industry is for the widespread introduction of competency-based training. Colleges are linked to industry in many ways, especially through shared equipment, facilities, and staff, and development of courses for industries. In addition, individual lecturers have made links with particular businesses through consultancies. Issues to be explored in the future include the definition of TAFE and the use of its acronym, planning, changes needed, college-based and industry-based programs, controls, student needs, and social justice. (KC)

ED 335 561 CG 023 554

Gover, F. Jill
Suicidal Behavior among Early Adolescents.
PUB DATE- Mar 91
NOTE- 12p.; Paper presented at the Annual Meeting of the California Peer Counseling Association (7th, Anaheim, CA, March 4-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Disorders; *High Risk Students; Intervention; *Preadolescents; Predictor Variables; Prevention; Secondary Education; Secondary School Students; *Suicide; Youth Problems

There is a great deal of concern about teenage suicide. This study obtained a prevalence rate of suicidal behaviors among non-psychiatric early adolescents (ages 11-16) and investigated personal and family variables that may characterize the young teenagers who report varying degrees of suicidal behavior. A self-report questionnaire was distributed to 456 adolescents in four schools in three contrasting geographic locations (urban, suburban, and rural). The questionnaire examined behaviors related to suicide, including: substance use; parental substance use; domestic violence; parent/teenager conflict; sexual abuse; running away; perfectionistic beliefs; and alienation from family. Respondents were divided into three groups: non-suicidal, ideators/planners, and attempters. The findings suggest that a large portion of young people consider suicide, and that a significant number of those people will go on to attempt suicide. The results indicated that more than one-half of suicide attempters reported feelings of alienation from family, alcohol use, and conflict with stepfathers for those in blended families. Analysis also indicated that the prevalence of suicidal behavior in an early adolescent was substantially greater than in children. Females attempted suicide more than males in a 7:1 ratio. The findings of this study strongly support the premise that middle school early adolescents (ages 11-15) do exhibit suicidal behavior in frequencies high enough to justify implementing a suicide prevention program at that level. (LLL)

ED 335 581 CG 023 574

Nesler, Mitchell S.; And Others

The Effects of Attitude Similarity and Utility on Liking for a Stranger: Measurement of Attraction with the IJS.

PUB DATE- 14 Apr 91

NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Females; Higher Education; *Interpersonal Attraction; *Peer Relationship; Undergraduate Students

Research has demonstrated that attraction to a stranger is a function of the proportion of similar attitudes reported by that stranger. Traditional theories of attraction do not usually differentiate between respect or esteem for another and liking. This study used a 2 x 2 factorial experiment to test the hypothesis that the desire to work with someone does not necessarily imply liking. The similarity of another s attitudes to those of the subject (similar or dissimilar) and the major of a bogus potential partner (English or mathematics) were manipulated. Female undergraduates (N=39) were told that they would be paired with a partner to work together to solve complex mathematical problems. Attitudes of subjects were examined through the Interpersonal Judgement Scale (IJS), especially for two items: (1) how much a subject would like another person; and (2) how much he or she would want to work with that person. Subjects reported more liking for a potentially useful person (mathematics major), but did not indicate a greater desire to work with that person. The omnibus measure of liking obtained by summing the two items did not reflect the significant main effect obtained for major on the single liking item. These results were interpreted as due to social norms and may indicate a limitation on the standard way of measuring attraction. (NB)

ED 335 601 CG 023 594

Moriarty, Dick; And Others
Recent Research on Eating Disorders and Body Image Distortion among Aerobic Instructors and Exercise Participants.
PUB DATE- Jun 91
NOTE- 20p.; Paper presented at the Prevention North Conference of the Ontario Fitness Association (Sudbury, Ontario, June 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aerobics; *Anorexia Nervosa; *Body Image; *Bulimia; Eating Habits; Foreign Countries
IDENTIFIERS- Canada; *Eating Disorders

This document reviews the research linking excessive exercise with eating disorders. Seven steps are listed that an individual follows in going from someone who starts out using exercise and aerobic dance as a stress management technique or a hobby to becoming an exercise dependent individual with addictive behavior. Studies are reviewed, the results of which suggest that while exercise participants and aerobic instructors are generally "healthy" from an eating disorder and body image standpoint, there is a significant minority of underweight participants and instructors who overestimate their body size and have tendencies toward anorexia nervosa and bulimia. It is recommended that those interested in organizing and conducting exercise and fitness programs be concerned by

the results of these studies. Included in the document are tables describing red flags for eating disorders, distinguishing features of the athlete/fitness participant, and distinguishing features of the athlete/exercise anorectic/bulimic; danger signs for physicians/researchers and for coaches/fitness instructors; and tips for prevention of eating disorders. Publications on eating disorders that have come from research in the sport and athletic area are recommended. (NB)

ED 335 642 CS 010 664

Knutson, Debra S.

Planbox Escalation: A Method of Improving Students Critical Reading Skills.

PUB DATE- Mar 91

NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audience Awareness; *Critical Reading; Critical Thinking; *Discourse Analysis; Higher Education; *Persuasive Discourse; Rhetorical Theory; Teacher Developed Materials; Teaching Methods; *Writing Instruction

IDENTIFIERS- *Argumentation Theory; *Planbox Escalation

Planbox escalation is a linguistic method of analyzing narrative arguments. This persuasive procedure consists of 12 strategies: (1) begin with information that all sides can agree on; (2) prepare to respond by rejecting outright, questioning, ignoring or replacing the audience s opinions; (3) make the subject as attractive as possible; (4) qualify statements instead of forcing the audience; (5) emphasize statements that the audience can agree on, but reject opposing arguments; (6) question the opponents understanding of the topic if they have points which are legitimate; (7) avoid pushing beliefs which the audience finds unacceptable, but also avoid committing to the opponents beliefs; (8) make it clear that the views presented are the result of careful thought; (9) encourage a compromise, but make it seem as though the other side is desperate for the compromise; (10) avoid being too insistent until confident that the audience has been swayed; (11) use secondary sources to support opinions, even those that disagree--provided that their arguments are clearly flawed; and (12) make the "call to action" simple so that the audience does not think it will need to contribute a great deal of time, money, or energy. The passage from "Tom Sawyer" in which Tom persuades his friends to whitewash the fence for him, Plato s "Phaedrus," and M. Levin s "A Case for Torture" are good examples of planbox escalation. This method can help students analyze articles they may otherwise be unable to read critically. It can also guide them in their writing, helping them to refute opposing positions with more sophisticated arguments. (PRA)

ED 335 767 EA 023 240

Livingston, Carol C.
Examining the Evidence: Reflection and Notation in Network Communication.
PUB DATE- Apr 91
NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Some figures and tables in the appendices may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; Creative Thinking; Decision Making Skills; Educational Innovation; Elementary Secondary Education; *Information Networks; *Information Seeking; Productive Thinking; *Research Utilization; *Telecommunications; Theory Practice Relationship
IDENTIFIERS- *School Renewal Network

Reflection and notation in communications in the School Renewal Network, a national collegium of practitioners engaged in school reform activities, are examined in this paper. The network was designed to create an interactive knowledge base for school restructuring that would link educators in meaningful dialogue based on research and current practice. Primary data sources include records from seven selected network sessions, a survey of school-site coordinators, interviews with Mastery In Learning Project (MILP) participants, log file analysis, and network interaction analysis. Secondary data sources include an OERI researcher questionnaire and practitioner interviews, interviews with selected network participants, and other MILP documents. Findings indicate that the use of reflective, deliberative dialogue enhances participant empowerment; however, the network generally has not been used as an interactive tool or to meet student needs. The recommendation is made to incorporate indepth focus with the expanding scope of the knowledge base. Analysis of participant interchanges suggests that the network stimulates reflective and deliberative thought, but the data are inconclusive as to whether such interchanges are evidence of "wisdom of practice." Five figures and four tables are included. Appendices contain examples of practitioner papers. (33 references) (LMI)

ED 335 812 EC 300 554

Welch, Olga M.; Hodges, Carolyn R.

Pilot Project TSD: A Study of Foreign Language, Academic Self-Esteem, and Achievement Motivation in Hearing Impaired Adolescents.

PUB DATE- Aug 90

NOTE- 44p.; Paper presented at the International Congress on Education of the Deaf (17th, Rochester, NY, July 29-August 3, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Academic Aspiration; Computer Assisted Instruction; Demonstration Programs; English; German; *Hearing Impairments; *Language Acquisition; Learning Motivation; Reading Comprehension; Secondary Education; *Second Language Learning; Self Concept; *Self Esteem; *Student Motivation; Vocabulary Development

IDENTIFIERS- Tennessee School for the Deaf

This presentation focuses on how foreign language study may be used to motivate hearing-impaired adolescents and to improve their English proficiency skills. Research on foreign language acquisition as it relates to self-concept development in hearing-impaired youth is reviewed, and a pilot project involving students at the Tennessee School for the Deaf in Knoxville is described. Through interviews, teacher observations, assessment of student progress, and a self-esteem inventory, 14 hearing-impaired 11th-grade students were evaluated to explore the relationship between their self-esteem and achievement motivation. Students from both an experimental and a control group participated in a computer-assisted vocabulary building program, and students in the experimental group also received Wortgefecht, a computerized German program that allowed students to learn basic grammar and syntax. Preliminary findings included: students in both groups had difficulty with the English vocabulary-building program; the teacher reported some change in the self-esteem (achievement motivation) of students in the experimental group; students in the experimental group scored higher on the German comprehension test than they did on the English; and students viewed their experiences with the computer-assisted German positively. (Includes 56 references.) (JDD)

ED 335 833 EC 300 575

Johnson, Jeanne M.; Harrison, Katherine A.

A Nonintrusive Remediation Technique for Directive Maternal Behaviors.

PUB DATE- 19 Nov 90

NOTE- 14p.; Paper presented at the Annual Convention of the American Speech, Language, and Hearing Association (Seattle, WA, November 16-19, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Change; Behavior Rating Scales; Interaction; *Interaction Process Analysis; Interpersonal Communication; Intervention; *Language Handicaps; Mothers; *Parent Child Relationship; Parent Education; Preschool Children; *Self Evaluation (Individuals)

A self-rating scale was used with five mothers of preschool children with language impairments to determine whether the mothers directive interactional style could be changed to a nondirective style without modeling or correction. Preliminary results indicated that viewing a videotape of a play session between the mother and child and completion of a self-rating scale led to interactional style changes within a single session and across three sessions. Two of the children, those with the mothers who had shown the greatest drop in directiveness, also showed a substantial increase in the number of communication acts. Allowing the parent to induce ways of changing their interactional style was seen as preferable to traditional modeling and correction. Bar graphs illustrate the study s conclusions. The self-rating questionnaire is appended, as are definitions and examples of directive and nondirective behaviors. Five references. (DB)

ED 335 875 FL 019 328

Kuhara-Kojima, Keiko; Hatano, Giyoo
Use of a Compounding Rule in Inferring the Meaning of Unfamiliar "Kanji" Compound Words.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Students; Foreign Countries; Grade 5; *Grammar; Higher Education; Instructional Effectiveness; Intermediate Grades; *Japanese; *Morphology (Languages); Reading Comprehension; *Semantics; Uncommonly Taught Languages; *Vocabulary Development
IDENTIFIERS- *Compound Words; *Kanji Script

Two studies investigated whether Japanese college students (as educated adult readers) and fifth-graders (novices after having learned about 640 "kanji") would use, either consciously or not, one of the compounding rules for kanji to understand a compound word. Subjects in the first study were two groups of fifth-graders (49 in each) and two groups of college students (45 and 46). All were given one of two versions of a test in which they were required to: (1) select appropriate compounds for given sentences; and (2) guess the meaning of novel kanji. Results were analyzed for evidence of differentiation of meaning by the order of component kanji, inaccuracies and their sources, and differences between older and younger subjects. In the second study, 9 of each fifth-grade group and 12 of each college-age group explained their choices on the earlier test. None stated that they referred to a general compounding rule, but many did use a form-specific rule. Older readers referred most often to analogy alone, and younger readers most often did not refer to either rule or analogy in understanding compound words. (MSE)

ED 335 898 FL 019 351

Valian, Virginia
Children s Production of Subjects: Competence, Performance, and the Null Subject Parameter.
PUB DATE- Apr 89
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number 28, p156-163, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Comparative Analysis; Contrastive Linguistics; *Italian; *Language Acquisition; *Language Proficiency; Language Research; Linguistic Theory; Mothers; *North American English; Parent Child Relationship; *Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- *Subject (Grammar)

A study is reported that investigated American children s use of subjects in early speech and compared this cross-sectional data to longitudinal data on Italian children s production of subjects. Twenty-one American children aged 1.10 to 2.8 years were recorded in mother-child interactions and grouped by mean length of utterance (MLU) produced. Percentages of non-imperative, non-imitative utterances with verbs that also contained subjects were computed. Results suggest that children with an MLU of 2.5 or less understand that English requires subjects and can consistently express that understanding in their speech. Results also indicate that children can infer that it is permissible to omit subjects in certain contexts, but may not always know which contexts support omission. Data from five young speakers of Italian, a language in which null subjects are commonly allowed, at two different stages of acquisition (1.6 to 1.10 years and 2.0 to 2.5 years) show a very different pattern of subject usage. It is concluded that children s use of subjects has been erroneously described in the past, and that none of the current competence accounts of the null subject parameter are supported by these data. Methodological questions about interpretation of inconsistent usage are discussed. (MSE)

ED 335 702 CS 213 001

Kobrin, Beverly
Eyeopeners! How To Choose and Use Children s Books about Real People, Places, and Things.
PUB DATE- 88
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Book Reviews; *Books; *Childrens Literature; Elementary Secondary Education; Learning Activities; *Nonfiction; Reading Attitudes; Reading Habits
IDENTIFIERS- Reading Motivation; *Trade Books

Intended as a practical reference tool, this book maintains that nonfiction books are an essential element in the education of all children. The book first discusses the hows and whys of using nonfiction books to encourage reading and enhance a child s innate need to know, then offers tips to link books to children s everyday experiences, and finally reviews, discusses, and recommends more than 500 such books. The book s 12 chapters are as follows: (1) What s in This Handbook? (2) Why Nonfiction? (3) How I Began...; (4) Give Your Kids TLC--the Total Literature Connection; (5) For Parents Especially; (6) For Grandparents Especially; (7) For Teachers Especially; (8) The Non-Book-Report; (9) For Librarians Especially; (10) How To Judge a Book by Its Cover--And Nine Other Clues; (11) A Guide to 500 Children s Nonfiction Books, with 150 Tips (arranged in more than 60 topics); and (12) How To Use the Quick-Link Index. Appendixes include the Quick-Link Index, 14 notes, a 39-item bibliography, and an index of authors, illustrators, and book titles. (SR)

ED 335 790 EA 023 281

Daresh, John C.

Are "Field-Based" Programs the Answer to the Reform of Administrator Preparation Programs?

PUB DATE- Apr 88

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1988).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Administrator Education; Clinical Experience; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Internship Programs; Management Development; Professional Education; *Public Administration Education; *Work Experience Programs

The value of field experience in administrator preparation programs is assessed in this paper, which examines commonly held beliefs about field experience. The following values of field experience--that it assesses career commitment, refines school goals, provides practice in real settings, and develops personal and professional competence--are disputed. Commonly held assumptions are also examined, which view field-based programs as examples of clinical experience, as natural complements to university courses, as part of a finite activity, as valuable in administrator preparation, and as the cure for administrator training. A three-dimensional model based on academic preparation, field-based learning, and professional formation is suggested. Professional formation is a process that synthesizes learning sources and provides a link between theory and practice. The recommendation is made for adding a professional formation component to field-based practice. (20 references) (LMI)

ED 335 922   FL 019 411

Proulx, Paul
Proto-Algic III: Pronouns.
PUB DATE- 91
NOTE- 43p.; In: Kansas Working Papers in Linguistics, 1991, v16; see FL 019 402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Diachronic Linguistics; *Language Patterns; Language Research; Linguistic Theory; *Pronouns; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Algonquian Languages; *Proto Algic

An analysis of pronouns in Proto-Algic, the ancestor of Proto-Algonquian and other languages, revealed that the Proto-Algic demonstrative roots and locatives had three inflectional endings, referring to spatial or temporal distributions of entities, which evolve into the gender systems of Yurok and Algonquian. Proto-Algic had two discourse pronouns. One was semantically associated with past time, and the other developed into Algonquian future markers. The Algonquian verbs of "being (somewhere)" also all come from among these deictics. Proto-Algic also had a relative pronoun, instrumental in the development of some types of changed conjunct, and an associative deictic that produced a marker of obviation. A 64-item bibliography is included. (MSE)

ED 335 445 CE 058 259

The Illinois Literacy Effort: Its Past Accomplishments, Its Future Needs. A Report from the Illinois Literacy Council s Long-Range Planning Team.
PUB DATE- Oct 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Adult Basic Education; *Adult Literacy; Adults; *Educational Finance; Financial Support; Functional Literacy; Local Issues; *Long Range Planning; Needs Assessment; State Aid; *State Programs
IDENTIFIERS- *Illinois

The Illinois Literacy Council s Long-Range Planning team interviewed more than 100 educators, business representatives, policy makers, and adult new readers to gather their thoughts about the state of literacy and how it might be improved. Their report raises 7 issues and presents 11 recommendations. The seven issues relate to the following: (1) definition of literacy; (2) needs assessment; (3) accountability standards; (4) best practices; (5) literacy council role; (6) funding criteria; and (7) effective use of funds. The 11 recommendations respond to the seven issues: (1) reading, writing, and math levels below the ninth grade should define literacy need for program funding; (2) individual literacy plans should be developed by local programs; (3) needs assessment of literacy needs should be conducted by state agencies and the Educational Testing Service; (4) a committee should establish literacy programs and accountability evaluators; (5) a standard level of training should be established to meet local program needs; (6) a project should be funded to determine model programs; (7) the literacy council should be a public/private partnership entity; (8) funding priorities should remain focused with programs serving those students least educated and most in need; (9) the minimum state appropriation should provide enough money for growth; (10) new monies should be targeted for workplace, family, and special needs programming; and (11) an integrated policy on funding and quality program delivery of literacy services should be developed. (NLA)

ED 335 464 CE 058 575

Miller, Sandra W., Ed.; Tulloch, Charlotte R., Ed.
Teaching Basic Skills through Home Economics. Instructional
Activities for Home Economics Students.
PUB DATE- 89
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from
EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Biological Sciences; Clothing;
Communication (Thought Transfer); *Consumer Education; Food;
*Home Economics; Home Furnishings; Home Management; Housing;

Individual Development; *Integrated Curriculum; Learning
Activities; Mathematics Skills; Money Management; Nutrition;
Physical Sciences; Secondary Education; Social Studies;
Textiles Instruction

This publication is designed to help home economics teachers as they identify and teach basic skills in their programs. Part I, "Basic Skills Instruction in Home Economics" (Miller), discusses strategies for supplementing basic skills through home economics content. It addresses preparation of home economics teachers to incorporate basic skills in their classes and gives information on the movement to grant academic credit for home economics classes. A list of 31 references follows. Part II, "Basic Skills Activities," is divided into four sections, each dealing with a different major basic skill relevant to home economics: "Communication" (Thompson, Sproles); "Mathematics" (Hall, Williams); "Physical and Life Science" (Moss); and "Social Studies" (Van Buren). Each section begins with an introduction to the use of the basic skills area in home economics, followed by student activities that can be used in teaching the skill. Within sections, activities are organized into the following content areas: consumer education/resource management, housing/home furnishings, human development, nutrition/foods, and textiles/clothing. For each activity, the home economics content area, basic skill, home economics application, and directions are indicated. Part II lists 74 selected references and resources and includes a source list. (YLB)

ED 335 542 CE 058 786

Project Hand-Up. Helping Adolescents Needing Direction-Unlimited Partnership (HAND-UP): Stimulating Coordination and Linkage between Occupational Work Adjustment Programs and the Job Training Partnership Act (JTPA). Final Report.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- May 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Agency Cooperation; Cooperative Programs; *Dropout Prevention; Educational Cooperation; Employment Programs; *Federal Programs; Grantsmanship; Information Dissemination; *Inservice Teacher Education; *Linking Agents; *Networks; Program Effectiveness; Program Implementation; Secondary Education; *State Programs; Workshops
IDENTIFIERS- *Job Training Partnership Act 1982; Occupational Work Adjustment Program; *Ohio

Project HAND-UP (Helping Adolescents Needing Direction-Unlimited Partnership) was a 2-year program to enhance dropout prevention services to at-risk youth by establishing a closer linkage between Job Training Partnership (JTPA)-Ohio and the Ohio Department of Education s Occupational Work Adjustment (OWA) programs. The project s major activities included the following: (1) six regional conferences at which more than 150 OWA instructors met with local JTPA representatives; (2) five regional grant-writing workshops for more than 80 instructors who developed or improved their skills in writing proposals for JTPA-supported linkages; and (3) 12 OWA programs successfully formed a new linkage with their local JTPA program; and (4) the awarding of minigrants to 4 OWA programs. Additional linkages and grants were made during the project s second year. (KC)

ED 335 621 CG 023 614

Huyck, Margaret Hellie

Thirtysomething Years of Marriage: Understanding Experiences of Women and Men in Enduring Family Relationships.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.

PUB DATE- 8 Feb 91

NOTE- 43p.; Paper presented at the International Conference on Gender and the Family presented by the Women s Research Institute of Brigham Young University and the Utah Governor s Commission for Women and Families (Provo, UT, February 7-10, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Patterns; *Marital Satisfaction; *Marriage; *Middle Aged Adults; Self Evaluation (Individuals); *Spouses

IDENTIFIERS- *Stability (Personal)

The family has been identified as one of the primary potential support systems, with marriage as the key relationship within the family system. Multi-generational research has pointed out the central importance of the middle generation in maintaining the complex family system functioning. This study was designed to enhance understanding of middle-aged women and men who have managed to sustain marriages over a long portion of adulthood. Subjects included 131 wives and 107 of their husbands, married an average of 32 years with an average of 4.4 children from an almost entirely white suburban community. Data were gathered through personal interviews and questionnaires on personality, psychosomatic symptoms, alcohol and drug use, and age norm expectations. The analyses examined: (1) patterns of self-rated marital satisfaction for women and men and their correlates; (2) five patterns of Marital Politics were identified for women and nine for men, patterns which were rooted firmly in the gender-specific experiences of the respondents; (3) correlates of styles of Marital Politics; and (4) congruence in Marital Politics styles for couples. These analyses indicated wives showed somewhat lower satisfaction than husbands; social status measures were minimally related to styles of Marital Politics; and there was some congruence but also substantial variability in the ways partners responded to each other. (ABL)

ED 335 682 CS 212 966

Planning To Write: Notes on Collaborative Planning, 1989-1990 (Three Issues).
PUB DATE- 90
NOTE- 34p.; For other documents about the Making Thinking Visible Project, see CS 212 964-65.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Research; Classroom Techniques; Cognitive Processes; *Cooperative Planning; Elementary Secondary Education; *Teaching Methods; *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Collaborative Inquiry; Collaborative Learning;

*Collaborative Writing

This document consists of the first three issues of a newsletter written by the members of the Making Thinking Visible Project. The first newsletter describes collaborative planning as it related to writing, discusses school projects using collaborative planning, presents a dialogue between two students using the process, and compares collaborative planning, prsents a dialogue between two students using the process, and compares collaborative planning with peer response. The second newsletter includes examples of classroom teachers adapting collaborative planning to classroom goals, snapshots from research, and a description of a collaborative planning computer program developed by fifth-graders. The third newsletter discusses the Making Thinking Visible Project, the metaphors of collaborative planning, collaborative planning in a neighborhood literacy project, the concept of the supporter, and collaborative planning in classrooms. (SR)

ED 335 723 CS 507 557

Erb, Michele J.
Making-Sense of "Participation": An Exploratory Study of the Relationship between Leadership and the Sense-Making Process of Subordinates.

PUB DATE- May 91
NOTE- 19p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Employer Employee Relationship; Higher Education; Interpersonal Communication; *Organizational Communication; Participation; *Participative Decision Making; *Professional Development
IDENTIFIERS- Communication Behavior; *Superior Subordinate Relationship

Defining "participation" as subordinate involvement with decision making in the work process, a study examined how a group of subordinates interpreted or made sense of participation, and the role the leader played in the sense-making process. Interviews and observation techniques were used to capture the sense-making of individuals in one particular work group (10 employees and 1 group leader) involved in developing computer networking facilities for a large midwestern university. Results showed an environment where general job responsibilities of individuals and goals of the work group were determined by management with very little participation from work group members, while each subordinate had virtually total control over his or her work. Further, results showed a participatory work group characterized by contradictions that existed between areas where participation was encouraged, allowed, and expected, and areas where non-participation was expected and assumed. Within this context, the group leader managed the meaning of participation by avoiding details, not assigning tasks or priorities, and remaining vague in certain areas where participation was encouraged. At the same time, the leader presented things as explicit, factual, and given in areas where non-participation was expected and assumed. Findings suggest that how leaders communicate can be a fruitful area for organizational communication research. (One table of data is included; and an appendix contains a coding manual. There are 36 references. (Author/SR)

ED 335 745 EA 023 209

Marsh, Colin; And Others
Reconceptualizing School-Based Curriculum Development.
PUB DATE- 90
NOTE- 237p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; *Curriculum Development; *Decentralization; Educational Innovation; Elementary Secondary Education; Foreign Countries; *Participative Decision Making; *School Based Management; *Teacher Motivation
IDENTIFIERS- Australia; Canada; United Kingdom; United States

A detailed analysis of how and why school-based curriculum development (SBCD) occurs is provided in this book. Case studies from Australia, Canada, the United Kingdom, and the United States are presented to show that despite different contexts, common patterns exist, especially in terms of participant motivation and processes. An innovations metaphor provides the theoretical basis of the analysis, focusing on individual staff member motivation and political considerations. The first section examines different contexts of SBCD and presents a conceptual framework for analysis. Four case studies from each of the four countries are described in the second section. This section reexamines the theoretical basis in light of the case studies and discusses current and future issues in SBCD. Seven tables, eight figures, and an extensive bibliography are included. (LMI)

ED 335 854 EC 300 596

Sikka, Anjoo; Tedder, Norma
Improving and Expanding Social Interaction Skills in Supported Employment Settings: Planning Qualitative Research.
PUB DATE- 14 Nov 90
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deaf Blind; Generalization; *Interpersonal Competence; *Interpersonal Relationship; Models; *Qualitative Research; Reliability; *Research Methodology; Research Projects; Secondary Education; *Supported Employment; Validity

This paper describes the planning of a qualitative research methodology to develop strategies to improve and expand social interaction skills of deaf-blind students in supported employment settings. Characteristics of qualitative research are delineated and include: definition of the domain of the research; an evolving study design; behavior studied within its context; primary measures obtrusive in nature; emphasis on idiographic rather than nomothetic data; obtaining descriptive information from clients; and selecting a limited sample with less emphasis on generalization. Strategies are also identified to ensure adequate internal and external validity, generalizability, reliability, and objectivity. Includes eight references. (DB)

ED 335 582 CG 023 575

Jones, Melanie M.

An Endangered Generation: Impact of Perinatal Drug Use.

PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Student Services Statewide Conference (1st, Winston-Salem, NC, April 9-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Techniques; *Congenital Impairments; *Drug Use; Elementary Secondary Education; Intervention; *Perinatal Influences; *Pregnancy; *Prenatal Influences

This article reviews some of the literature on educational approaches for drug-exposed children. Common effects of prenatal and perinatal drug use on the female user, the developing fetus, and the neonate are reviewed. It is noted that female drug users have an increased incidence of medical complications during pregnancy; that the specific effects of drug use during pregnancy depend on several factors, including the type of drug, timing of drug use, and the extent and duration of use; and that outcomes associated with drug use include physical birth defects, mental retardation and developmental delays, and growth delays. The issue of Fetal Alcohol Syndrome is examined. Educational concerns related to alcohol- and other drug-related birth defects are presented. Indicators for early intervention services are outlined in the areas of motor and neurological development; affective and behavioral development; social/attachment development; problems solving, attention and concentration; language development; and play. Recommendations for classroom application of intervention strategies for optimal learning in at-risk children are described. These include lists of 6 protective factors, 9 facilitative factors, and 22 teaching strategies for optimal learning. The article concludes with recommendations for services to be offered to at-risk children. (NB)

ED 335 643 CS 010 665

Ediger, Marlow

The Middle School Student and Interest in Reading.

PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Evaluation Methods; Intermediate Grades; Junior High Schools; Literature Appreciation; Middle Schools; Reading Attitudes; *Reading Comprehension; Reading Habits; Reading Instruction; *Reading Interests; *Reading Material Selection; *Student Evaluation; *Student Motivation
IDENTIFIERS- *Middle School Students

Interest is a powerful psychological factor in learning. Middle school students need to be involved in both selecting reading materials and choosing the method of appraisal. Approaches used need to encourage, not hinder interest in reading. Some student projects that have been used as evaluation tools are dioramas, pictures, pantomime, oral reading, and murals. In addition, many projects can provide excellent opportunities for collaborative learning. Some of the 15 additional approaches that may be utilized to appraise middle school achievement in reading are: (1) writing a letter to the author; (2) writing a different setting, plot, theme, or point of view than provided; (3) presenting an oral report; (4) reading additional books written by the same author or on the same or similar topic; (5) playing the role of the author and being interviewed by a classmate; (6) drawing a map of the setting; and (7) developing a test of the material. Interest and excitement are in evidence as students explore, discover, and invent. Middle school students can be very reasonable individuals when following their very own interests in the reading curriculum. Self-selection of reading materials and appraisal procedures encourages, develops, and maintains a life-long interest in reading. (PRA)

ED 335 663 CS 010 688

Swank, Linda K.; Catts, Hugh W.
Phonological Awareness.
PUB DATE- May 91
NOTE- 10p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Cognitive Measurement; Grade 1; *Phonology; Primary Education; *Reading Ability; *Reading Readiness Tests; Reading Research
IDENTIFIERS- *Phonemic Awareness; *Phonological Processing

A study gathered data on the effectiveness of four phonological awareness measures in predicting reading outcome in first grade. The "Test of Non-Verbal Intelligence" (TONI) and the "Peabody Picture Vocabulary Test" (PPVT) were used to assess the cognitive abilities of 54 first-graders from a middle class elementary school in a midwestern city. Each subject was administered four tasks of phonological awareness during the first quarter of their first-grade year. Tasks were adaptations of tasks previously shown to be related to later reading ability. Outcome measures were reading tasks from the "Woodcock Reading Mastery Tests" (WRMT) and "Wide Range Achievement Test--Revised (WRAT-R)." These measures were administered during the fourth quarter of the first-grade year. Results indicated that two of the four phonological awareness tasks were more highly correlated to reading measures than were the TONI or PPVT-R. Results also showed that the "deletion" task accounted for a significant portion of word identification and word attack tasks. No other variable made a significant contribution for explaining the variance for the word identification and word attack. The "deletion" task also accounted for the most variance in WRAT-R task. Furthermore, the "deletion" task identified good readers with 85.7% accuracy and poor readers with 90.5% accuracy. These results support the effectiveness of specific phonological awareness measures in predicting first grade reading outcome. (Two tables of data are included; one appendix including deletion, categorization, blending task, and segmentation tasks is attached.) (PRA)

ED 335 834 EC 300 576

Inmates with Developmental Disabilities in New York State Correctional Facilities.

PUB DATE- Mar 91

NOTE- 79p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adults; Correctional Institutions; Daily Living Skills; *Developmental Disabilities; *Handicap Identification; *Incidence; Intervention; *Needs Assessment; Normalization (Handicapped); *Prisoners; *Special Programs

IDENTIFIERS- *New York

This report responds to a New York State Legislature request to provide a reliable estimate of the number of persons with developmental disabilities in the state prison system, while evaluating current practices for identifying such inmates and meeting their needs. Major findings included the following: (1) contrary to many estimates, the study found a relatively small proportion (1-3 percent) of prison inmates are developmentally disabled; (2) the battery of academic achievement tests and the Revised Beta Intelligence test administered to all incoming prison inmates appears to be unreliable in identifying developmentally disabled inmates (especially Spanish-speaking inmates); (3) approximately half the inmates with developmental disabilities were identified (largely due to observations) and referred for additional services; (4) the vast majority of inmates with developmental disabilities are "mainstreamed" into the general prison population; and (5) approximately 10 percent of these inmates are housed in two special units for inmates at risk of harm if placed in the general population. The report recommends that resources be directed to integrated programs addressing functional daily living skills, that specialized housing with support services and case management be provided for these inmates when paroled, and that a similar study be conducted of the inmate population of local jails. Appendices provide information scales used, case descriptions of sample inmates, and a bibliography of 41 items. (DB)

ED 335 876 FL 019 329

Dooley, Robert A., Ed.; Quakenbush, J. Stephen, Ed.
Work Papers of the Summer Institute of Linguistics, University of North Dakota Session. Volume 35.
PUB DATE- 91
NOTE- 135p.; For individual papers, see FL 019 330-35.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biblical Literature; Determiners (Languages); Foreign Countries; Grammar; *Greek; Guarani; *Language Classification; Language Research; Linguistic Theory; Morphology (Languages); *Phonology; Semantics; *Spanish; *Syllables; Uncommonly Taught Languages; Verbs
IDENTIFIERS- *Ergativity; Names; South America

The working papers by students and professors of linguistics on research in progress include the following: "Are Cariban Languages Moving Away From or Towards Ergative Systems?" (Desmond D. Derbyshire); "A Double-Verb Construction in Mbya Guarani" (Robert A. Dooley); "Semantically Ergative Languages in Typological Perspective" (Alexandr E. Kibrik); "The Definite Article with Proper Names for Referring to People in the Greek of Acts" (Stephen H. Levinsohn); "On the Syllabification of /tl/ Clusters in Spanish" (Steve Parker); and "Agutaynen Glottal Stop" (J. Stephen Quakenbush). (MSE)

ED 335 923   FL 019 412

Riley, Kathryn, Ed.
Penn Working Papers in Educational Linguistics, Volume 5, Number 2.
PUB DATE- 89
NOTE- 117p.; For individual papers, see FL 019 413-414, ED 317 089, and FL 019 416-418.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Chinese; *Classroom Communication; Conflict Resolution; Discourse Analysis; Foreign Countries; Indigenous Populations; *Interlanguage; Interpersonal Communication; Interviews; *Language Patterns; *Language Research; Literacy; Peer Relationship; Personal Autonomy; Physician Patient Relationship; Radio; Research Utilization; *Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Brazil

The working papers contained in this volume include the following: "Research on Language Learning; How Can It Respond to Classroom Concerns?" (Teresa Pica); "Building Rapport Through Indirect Complaints: Implications for Language Learning" (Diana Boxer); "(Bi)literacy and Empowerment: Education for Indigenous Groups in Brazil" (Ana Chacoff); "Peer Groups and the Language of Negotation" (Joanne Drechsel); " In Chinese Way, .../ko i:uwn/ : An Analysis of the Interlanguage of Yihwen Kuo" (Jeanne Newman); and "Qualifiers in Patient-Physician Discourse: An Analysis of Interviews from Radio Call-In Programs" (Jennifer Pappas). (MSE)

ED 335 484 CE 058 610

State-Level Measurement of Performance Outcomes in Postsecondary Vocational Education. Volume I: Executive Summary. An Overview of State Policies.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 91
NOTE- 52p.; For Volume II ("Profiles of State Data Collection Activities"), see CE 058 611.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Data Analysis; *Data Collection; Educational Assessment; *Educational Policy; Evaluation Methods; Evaluation Utilization; Followup Studies; Job Placement; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Proprietary Schools; Public Schools; State Legislation; *State Programs; Statewide Planning; *Vocational Education

State activities to collect information on program outcomes for students enrolled in postsecondary vocational education were examined in spring 1990. A multistage process, beginning with a review of state reports and legislation, was followed by telephone interviews with state officials. The average number of respondents per state was five. Governance of secondary and postsecondary vocational education was commonly divided among a variety of state agencies. This division severely limited states ability to develop comprehensive policies. No state measured program outcomes in the same way for students in public postsecondary programs and in proprietary school programs. States collected information about the number of program completers, job placement of program completers, and job placement related to training. The most frequently used sources of information were surveys of former students and surveys of employers. An increasing interest in third-party data was noted. Few states attempted to verify the validity of data reported by schools. Most states that required schools to report data did not analyze it. States used collected student outcome data to conduct individual program reviews, respond to ad hoc requests from the government, and compile profiles available to public and proprietary institutions. State policies on outcome measurement were changing rapidly, as evidenced by new legislation and descriptions of new procedures. (YLB)

ED 335 524 CE 058 747

Hayton, Geoff; And Others

Methodologies for Measurement of Client Satisfaction with TAFE
Services: Summary Report.

SPONS. AGENCY- South Australia Dept. of Employment and Technical and Further Education, Adelaide.
PUB DATE- 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Employer Attitudes; *Evaluation Methods; *Followup Studies; Foreign Countries; *Participant Satisfaction; Postsecondary Education; Student Attitudes; *Summative Evaluation; Surveys; Vocational Education
IDENTIFIERS- *TAFE (Australia)

This report outlines the methodology developed by a project undertaken to gather data on client satisfaction with Technical and Further Education (TAFE) services in South Australia. These findings are reported: a system of collecting client satisfaction information is feasible and practical and such a system can be instituted largely at the college level. A discussion of development of the data collection strategy is followed by a section that describes the approach to gathering client satisfaction data. A seven-step procedure is presented: define information needs and client group; decide on type(s) of survey; select sample; modify instruments; administer survey; process and analyze data; and report results. The next section gives overviews of the suggested methodology for five recommended surveys. Other sections discuss estimated costs of the surveys, processing and analysis of data, and reporting of results. Setting of appropriate standards or satisfaction benchmarks is then addressed. The report concludes with a discussion of three implementation concerns: (1) responsibility for initiating client satisfaction surveys; (2) issues of timing and resource commitments; and (3) political and industrial relations issues. In the appendixes are the five survey questionnaires, cover letters, and follow-up letters. (YLB)

Ohio Veterans Entrepreneurial Training Program. Final Report.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

PUB DATE- Jul 90

NOTE- 91p.; Submitted to State Education Coordinator and Grants Advisory Council on behalf of the Consortium for Entrepreneurial Training.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Business Skills; Consortia; Cooperative Programs; Curriculum Development; Disabilities; Educational Cooperation; Educational Needs; *Entrepreneurship; Institutional Cooperation; *Outcomes of Education; Program Effectiveness; Program Implementation; *Skill Development; *Small Businesses; Student Recruitment; Two Year Colleges; Veterans; *Veterans Education

IDENTIFIERS- *Ohio

The Ohio Veterans Entrepreneurial Training Project was a 2-year pilot training and education program, conducted by a consortium of seven two-year colleges in Ohio, to assist veterans who are interested in owning and operating their own small businesses. Veterans were recruited through more than 2,500 recruitment packets distributed through Ohio Bureau of Employment Services offices and public relations activities of the colleges. A curriculum was developed for use by all the colleges, and 108 veterans (16 percent handicapped) began training; 84 veterans completed the program (78 percent). Veterans ranked initial training programs very highly, and 37 percent had started a business venture by program completion, with 18 percent expecting to start a business within 6 months. In all, 60 small businesses were generated. The project also fostered links with financial institutions, networking with chapters of the Service Corps of Retired Executives (Score), networking between colleges, and collaboration with the U.S. Small Business Administration. Veterans also experienced an increased sense of self-worth and self-fulfillment. (Appendixes, two-thirds of the document, include a list of the two-year college presidents, sample resolution to join the consortium, a list of participating organizations with a map of their locations, status reports from the colleges, participating organizations, a list of advisory board members, orientation details, newsletters from the project, an application form, and a

program evaluation form.) (KC)

ED 335 562 CG 023 555

Gover, F. Jill
Children of Alcoholics/Addicts: Children at Risk.
PUB DATE- Mar 91
NOTE- 7p.; Paper presented at the Annual Meeting of the California Peer Counseling Association (7th, Anaheim, CA, Marc 4-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Children; *Drug Addiction; *Family Environment; Family Relationship; Psychological Patterns; Self Esteem
IDENTIFIERS- *Children of Alcoholics; *Children of Substance Abusers

Children of alcoholics/addicts (COAs) are at a greater risk to develop alcohol and drug dependency, eating disorders, attention deficit disorders, stress-related illness, and suicidal behavior. Children become part of a conspiracy of silence by being told not to talk about the drug problem. The family members assume different roles which unintentionally allow the chemically dependent person to continue the addiction. The spouse usually assumes the role of chief enabler, protecting and covering up for the addict. The oldest child often takes on the role of the family hero, an overachiever who is always trying to be perfect. The scapegoat decides he or she is not going to try to compete with the family hero, and so takes on the role of the "bad" child, getting into trouble, and acting out the pain and anger in the family. The middle child is usually the "lost" child, the invisible, quiet one whose purpose is to not be a burden on the family. Frequently the youngest child takes on the role of the mascot; he acts cute, mischievous, and endearing. Family members can assume two or more roles simultaneously or take on different roles at different times. Low self-esteem is further exacerbated by feelings of shame. Without intervention, these children are at great risk to continue the family cycle of addiction and self-destructive behaviors. (LLL)

ED 335 602 CG 023 595

Hollings, Rick; Berghoff, Beth K.
Thoughts & Views on the Gulf War. Facilitators Notes and Workbook.
PUB DATE- Jan 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anxiety; *Coping; *Crisis Intervention; Journal Writing; Secondary Education; *Secondary School Students; *Student Journals; *War
IDENTIFIERS- *Gulf War

This document presents a workbook and facilitator s notes designed for use with small groups or with individual students in secondary schools to help them cope with troubling events related to the Gulf War. The material contained in the workbook is designed to help students deal with each of seven stages that the mastery model sees individuals working through in order to minimize the emotional trauma associated with a major crisis: discrimination, coping, restitution, survivor s guilt, reintroduction of structure, insight into relationships between symptoms and trauma, and development/widening of a support system. The facilitator s notes recommend meeting with students over a period of 6 to 8 weeks. The student journal contains the following sections to be completed by the student: (1) About Me; (2) The Military Life; (3) Feelings; (4) How I Stay Informed; (5) How I Cope; (6) Helpers; (7) Separations; (8) Problems on the Home Front; (9) More Feelings; and (10) Taking Care of Me. Following the first meeting in which the journal is discussed and the first section completed and discussed, it is suggested that subsequent sessions include a brief meeting followed by time for students to individually complete one section of the journal to be used as the focus of discussion for the rest of the session. Included are 10 separate sections which may be completed individually or in combination and an incomplete letter for students to complete. (NB)

ED 335 683 CS 212 967

Yerkes, Diane; Morgan, Sharon
Strategies for Success: An Administrator s Guide to Writing.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Administration; Professional Development; Secondary Education; Writing Improvement; Writing Processes; *Writing Skills; *Writing Strategies
IDENTIFIERS- Management Skills; *Writing Development

This booklet offers practical ideas, specific examples, and realistic solutions to the most common writing problems that administrators face. The booklet s four chapters are: (1) Writing Basics (ideas on organization, reasons to write, writers responsibilities, getting personal, and writing for a particular occasion); (2) Getting Started (getting to the point, writing tight, and choosing words carefully); (3) Writing with Style and Purpose, (tips on writing notes, breaking bad news, calling people to action, and writing memos; and (4) Make It Easier, Make It Better (check lists of things to do or avoid when writing). (PRA)

ED 335 703 CS 213 002

Kamii, Constance, Ed.; And Others
Early Literacy: A Constructivist Foundation for Whole Language. NEA Early Childhood Education Series.
PUB DATE- 91
NOTE- 158p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Language Acquisition; *Learning Processes; *Learning Theories; Literacy; Piagetian Theory; Primary Education; Reading Instruction; Spelling; Student Evaluation; *Whole Language Approach; Young Children
IDENTIFIERS- *Constructivism; Constructivist Theory; *Emergent Literacy

The purpose of this book is to consider early literacy education and whole language from the perspective of constructivist theory (which states that human beings acquire knowledge by building it from the inside in interaction with the environment) and research. More specifically, the book intends to show that the whole language movement is part of a larger revolution in thinking about learning and teaching, and to enable whole language advocates to explain, evaluate, and improve upon their beliefs and practices on the basis of a scientific, explanatory theory about how children acquire knowledge. The first four chapters of the book describe constructivism and the research supporting it, while the rest of the book deals with classroom practices and related issues such as assessment. The book s nine chapters and their authors are as follows: (1) "What is Constructivism?" (Constance Kamii); (2) "Literacy Acquisition and the Representation of Language" (Emilia Ferreiro); (3) "Principles of Spelling Found in the First Two Grades (Francois Siegrist and Hermina Sinclair); (4) "Spelling in Kindergarten: A Constructivist Analysis Comparing Spanish-Speaking and English-Speaking Children" (Constance Kamii and others); (5) "Learning to Read in New Zealand" (Brian Cutting and Jerry L. Milligan); (6) "Shared Book Experience: Teaching Reading Using Favorite Books" (Don Holdaway); (7) "Modeled Writing: Reflections on the Constructive Process" (Maryann Manning and Gary Manning); (8) "Reading to Know" (Barbara A. Lewis and Roberta Long); and (9) "An Approach to Assessment in Early Literacy" (Brenda S. Engel). Six pages of chapter notes and references, and 80 general references are attached. (SR)

ED 335 746 EA 023 210

Sharp, Linda A., Ed.
Case Citations 1991. Eleventh Series.
PUB DATE- 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Law; College Athletics; *Compliance (Legal); Constitutional Law; *Court Litigation; Discipline; Educational Malpractice; *Equal Opportunities (Jobs); Higher Education; *Legal Problems; *Legal Responsibility; Student Rights

Case citations from five legal areas--college students, liability on campus, sport law, employment, and employment discrimination--are presented in this document. Each section offers brief summaries of cases and concludes with a table of cases. The first section on college students examines litigation involving student finances, disciplinary actions related to student conduct and academic performance, and constitutional and civil rights. Cases pertinent to liability on campus include the following issues: contracts; personal injury; workers; compensation; deceptive practices; medical malpractice; antitrust; patents; and estates and wills. The section on sport law litigation examines issues in torts, eligibility, and employment. Employment litigation is presented in the fourth section, involving nontenured and tenured employees, discipline/termination, collective bargaining, defamation, and privacy issues. Employment discrimination cases in the fifth section concern the Civil Rights Restoration Act, Title VI of the 1964 Civil Rights Act, retaliation, the Age Discrimination Employment Act, and the Rehabilitation Act of 1973. (LMI)

ED 335 768 EA 023 241

Millerborg, Ann; Hyle, Adrienne E.
Ethics or the Law: What Drives Administrative Decisions?
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Principles; Compliance (Legal); *Conflict Resolution; *Decision Making; Elementary Secondary Education; *Ethical Instruction; *Ethics; *Legal Problems; Legal Responsibility; Moral Values; *School Administration

A study examined legal and ethical considerations used by school administrators in decision making. A national survey of 306 elementary and secondary principals and district superintendents yielded 226 responses. The survey instrument examined administrators ability to make ethical and legal decisions and described their reported decision-making patterns in conflicting legal/ethical situations. Findings indicate that administrators made appropriate ethical and legal decisions when issues were distinct and made appropriate ethical decisions more often than they did legal decisions. In situations of ethical/legal conflict, an ethical but illegal decision-making pattern emerged. Administrative level was also a factor--secondary principals chose ethical/illegal options more frequently than did their elementary counterparts. In administrative preparation programs students usually engage in preparatory courses in law but not in ethics. This paper suggests that a focus on ethics would be an added dimension that could strengthen administrative preparation nationwide. Five tables are included. (21 references) (LMI)

ED 335 791 EA 023 284

Larson, Lisa
State School Finance Litigation: A Background Paper.
PUB DATE- Dec 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equal Education; *Financial Problems; *School Districts; State Action; Tax Effort
IDENTIFIERS- *Constitutions; *Minnesota

In October 1988, 48 suburban and greater Minnesota school districts, representing approximately 20 percent of the state s public elementary and secondary school students, filed a lawsuit claiming that Minnesota s school financing system violates the state s constitutional mandate for equality of educational opportunity. (A ruling in the case is not expected until the 1991 Legislature adjourns.) The state asserts that neither the state constitution nor state statutes require equal revenues per pupil and that the state has met its specific obligations under the state education clause. After explaining the lawsuit, this report discusses states duty to maintain public schools and reviews Minnesota s school finance system. Next is a history of state school finance litigation that highlights early cases ("Serrano v. Priest," "Van Dusartz v. Hatfield," and "San Antonio Independent School District v. Rodriguez"), equity versus adequacy emphases in the 1980s, and recent challenges to states school finance systems, including cases upholding a state s system (Georgia, Colorado, New York, Maryland, and Michigan) and cases invalidating a state s system (Montana, Kentucky, Texas, and New Jersey). None of these cases provides a basis for predicting the outcome of Minnesota s school finance lawsuit. (MLH)

ED 335 813 EC 300 555

Rokicki, Anne L.

The Effects of Modeling and Repeated Taped Reading Instruction on the Learning Disabled Child as Ways To Improve Reading Comprehension Fluency and Word Recognition.

PUB DATE- Jun 90

NOTE- 58p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Audiotape Recordings; Feedback; Intermediate Grades; Intervention; Junior High Schools; *Learning Disabilities; *Modeling (Psychology); Questioning Techniques; Reading Attitudes; Reading Comprehension; *Reading Difficulties; Reading Improvement; *Reading Instruction; Student Attitudes; Teaching Methods; Word Recognition

IDENTIFIERS- *Repeated Readings; *Story Maps

This practicum focused on the use of repeated taped reading instruction with modeling to improve fluency, comprehension, and automatic word recognition in five students (ages 11-13 years) with learning disabilities for a period of 10 weeks. The instruction also involved the teacher giving corrective feedback and having the students answer story map questions both orally and in written form. Students pre-intervention and post-intervention performance was compared in oral reading, comprehension, word recognition, and attitude toward reading. Results indicated that students improved in comprehension, fluency, and word recognition. The practicum results supported the need to develop a reading program that is frustration-proof and failure-proof for use with the learning-disabled child. Appendices include the Heatington Attitude Scale, sample story map questions, and samples of students work. (Includes 14 references.) (JDD)

ED 335 899 FL 019 365

Ambrose, John; Williams, Colin H.
Geolinguistic Representation. Discussion Papers in Geolinguistics, No. 15.
PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cartography; Foreign Countries; Geography; Illustrations
IDENTIFIERS- *Geolinguistics; *Language Maps

One of the most characteristic features of geolinguistic study is the recourse to maps and diagrams; authors often supplement words with illustrations of patterns and processes stemming from the spoken word. This transposition of word and image is significant, for maps and diagrams are a sign of language. The concerns of the linguistic map maker can be seen to mirror the more general debate about methods in the social sciences, and particularly those in the developing discipline of geolinguistics. It is contended that practioners of geolinguistics have not clearly recognized the role and value of illustration, nor have they been able to exploit it to the full. The same can be said of illustrations as of words: used without a full understanding of their meaning, they can confuse rather than clarify the message. Accumulating evidence suggests that maps can make useful servants in linguistic study, but that they are not without the potential to disappoint and even deceive their users and makers. As with all other means of imparting information, linguistic cartography depends on good quality data. (JL)

ED 335 446 CE 058 325

Max Planck Institute for Human Development and Education: Annual Report 1990.
PUB DATE- 91
NOTE- 197p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Children; Developmental Stages; *Educational Research; Elementary Secondary Education; *Family (Sociological Unit); Foreign Countries; Individual Development; Postsecondary Education; *Psychology; *Research Projects; *School Districts; *Sociology
IDENTIFIERS- *Max Planck Institute (Germany)

The Max Planck Institute for Human Development and Education in Germany consists of four research centers dealing with the following topics: sociology and the study of the life course; development and socialization; psychology and human development; and school systems and instruction. This English-language annual report of the Planck Institute, which is published every 3-4 years, is organized in the following manner: (1) brief summaries of the major research projects are given for each of the centers; (2) an overview of the general research program and activities of each of the four centers is given in an introductory overview preceding reports on the specific projects being carried out; and (3) publications and activities related to a particular research project are listed at the end of the report on that project. All publications published in 1990 can also be found in the list of publications appended to the report. Representative projects include "Life Course and Social Change," "Transition from Childhood to Adolescence in the Family," "Studies in Peer Interaction in Middle Childhood," and "The European Dimension in Education." Appendixes include lists of research colloquia, visiting scientists and guests, other professional and teaching activities, and research scientists; and a list of 181 reports, 1 doctoral thesis, and 5 master s theses published by the institute. (KC)

ED 335 465 CE 058 576

H.R. 821--Persian Gulf Conflict Education Equity Act and H.R. 1108. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans Affairs. House of Representatives, One Hundred Second Congress, First Session.

PUB DATE- 20 Mar 91
NOTE- 103p.; Serial No. 102-4.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Programs; *Educational Finance; Federal Aid; Hearings; Higher Education; Military Personnel; Program Attitudes; Program Improvement; *Student Financial Aid; *Veterans Education
IDENTIFIERS- Congress 102nd; *Gulf War; *Tuition Reimbursement

This document contains oral and written testimony concerning two bills being considered by a U.S. House of Representatives subcommittee to rectify educational and life-disruption problems created by the activation of 200,000 reservists for the Persian Gulf conflict and the transfers of many active military personnel. The texts of the two bills, H.R. 821 and H.R. 1108, are also included in the report. The bills would require schools to reimburse veterans for tuition they had paid for courses they could not finish because they were called up, provide partial loan forgiveness for military personnel who served in the combat zone, and restore GI Bill benefits. Persons providing testimony included representatives of veterans groups, veterans program administrators, and college administrators. Those who testified generally supported the intent of the bills, but objected to some of their provisions. They said that some colleges were providing tuition credits or other benefits instead of refunds to veterans, and other colleges and universities were dealing with veterans on a case-by-case basis. They objected to mandated procedures from the Federal Government on veterans benefits. They also supported increased educational benefits for veterans in light of increasing education costs. (KC)

ED 335 503 CE 058 667

Dowd, Steven B.

The Relationship between Method of Clinical Instruction in Radiography and Scores on the American Registry of Radiologic Technologists Certification Examination.

PUB DATE- Jun 91

NOTE- 40p.; Practicum report, Nova University.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Allied Health Occupations Education; Clinical Experience; *Clinical Teaching (Health Professions); Community Colleges; Competency Based Education; *Correlation; Educational Research; Entry Workers; Job Skills; Literature Reviews; *Radiographers; *Radiologic Technologists; Scores; *Simulation; *Student Certification; Student Evaluation; Teaching Methods; Two Year Colleges

IDENTIFIERS- Lincoln Land Community College IL

An examination was made of the relationship between clinical grade based on simulation and a subsequent outcome measurement, the national certification examination in radiography. Although the new "Essentials" developed by the Joint Review Committee in Education in Radiologic Technology discouraged use of simulation, the method had worked well for the radiography program of Lincoln Land Community College (Illinois). Seventeen graduate radiographers from 1984-89 comprised the sample group. A literature review focused on three concepts: (1) clinical competency in the field of radiologic technology; (2) use of simulation as an evaluative and teaching tool in the health professions; and (3) the relationships between independent variables and the dependent variable of registry score. The Pearson product-moment correlation coefficient (r) was used to establish the relationship, with a significance of 0.05 set for the study. The calculated value of r was 0.966, which would be significant at a p 0.01. Since the number of cases was under 30, the Spearman rho was also calculated, giving an r of 0.988, also significant at a p 0.01. The relationship between clinical grade based on simulation and subsequent registry score was found to be significant. Retention of simulation as the program s method of clinical evaluation and future study to validate the results were recommended. (Thirty-six references are listed. Distribution scores are appended.) (YLB)

ED 335 622 CG 023 615

Huyck, Margaret Hellie; And Others

Gender across Generations: Patterns of Similarity between Young Adults and Their Middle-Aged and Aging Parents.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.

PUB DATE- 8 Feb 91

NOTE- 47p.; Paper presented at the International Conference on Gender and the Family presented by the Women s Research Institute of Brigham Young University and the Utah Governor s Commmission for Women and Families (Provo, UT, February 7-10, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Children; Age Differences; *Middle Aged Adults; *Parent Child Relationship; Sex Differences; *Sex Role; *Socialization; Social Theories; *Young Adults

IDENTIFIERS- Generation Effect

Biological sex remains a powerful source of differential socialization and experience. These studies were designed to enhance the understanding of gender identity, the psychosocial aspects of sexual differentiation. The focus was upon changes and continuities, in terms of development along the adult life course and as reflective of social change. Personal reports of characteristics that have been considered indicative of masculinity and femininity were compared for men and women in two generations. Respondents were drawn from a larger study of young adult children and their parents who lived in or around a Midwest suburb. The families were selected to represent the more stable, family-centered, "traditional" segment of contemporary American Society. Study I included analyses of responses by 115 triads of mother, father, and young adult child to a standard measure of gender-linked self-attributions. Study II drew upon personal interview data about gender conceptualizations, and utilized a coding system developed for this research to identify gender-congruent, gender-expanded, and gender-compromised styles of experiencing gender. The sample for Study II included 105 fathers, 134 mothers, 66 sons, and 67 daughters. The analyses provided evidence of differences between generations which may be linked to social changes or to developmental patterns, and continuities which seem to reflect transmission within families and the child s movement into adult family roles. (ABL)

ED 335 855 EC 300 597

Bjorck-Akesson, Eva; Brodin, Jane
Toy Libraries and Lekotek in an International Perspective.
Handicap Research Group Report No. 11.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Foreign Countries; *Libraries; Recreational Activities; Surveys; *Toys; Young Children
IDENTIFIERS- *Lekoteks; *Toy Lending Libraries

This study surveyed knowledgeable persons in 37 countries in order to describe, from an international perspective, toy libraries and lekoteks serving children with disabilities. The study showed that there are more than 4,500 toy libraries or lekoteks in 31 countries, with preliminary planning activities taking place in still more countries. Three major types of toy libraries emerged: (1) toy libraries that are community based and provide toy loan and services to any child or family; (2) lekoteks that cater almost exclusively to children with special needs; and (3) toy libraries that have a social and cultural program and provide recreational facilities for children of all ages. After a brief description of the study, the major portion of the document consists of reports from the following countries: Argentina, Australia, Belgium, Brazil, Canada, China, Denmark, the Faroe Islands, Fiji, Finland, France, Ghana, Great Britain, Hong Kong, Hungary, Iceland, India, Israel, Italy, Jamaica, Japan, Jordan, Korea, New Zealand, Northern Ireland, Norway, Philippines, Poland, Republic of Ireland, Seychelles, South Africa, Sweden, Switzerland, Thailand, United States, Uruguay, and Zimbabwe. A chapter discussing the study s findings is followed by a listing of 42 references. (DB)

ED 335 877 FL 019 330

Derbyshire, Desmond C.

Are Cariban Languages Moving Away From or Towards Ergative Systems?

PUB DATE- 91

NOTE- 30p.; In: Work Papers of the Summer Institute of Linguistics, University of North Dakota Session, Volume 35, p1-29, 1991; see FL 019 329.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case (Grammar); *Diachronic Linguistics; Language Research; Linguistic Theory; *Nouns; Structural Analysis (Linguistics); *Uncommonly Taught Languages

IDENTIFIERS- *Amazonian Languages; *Ergativity

A study examines evidence concerning whether Amazonian languages have moved historically from earlier ergative-absolutive systems to nominative-accusative or mixed systems, or whether the change has been in the other direction. The main focus is on the Cariban language family. After a review of relevant literature, data from three of these languages (Macushi, Hixkaryana, and Panare) are presented. Two alternative hypotheses are defined, and evidence supporting each is offered. Subsequently, evidence from other Cariban languages and other Amazonian language families is discussed. It is concluded that the languages have moved from systems that are purely ergative in both nominal case marking and verb agreement patterns, probably very old, to mixed systems where in main clauses the core nominals are not marked at all and the verb agreement patterns are a mixture of nominative and absolutive, based on an agentivity-person hierarchy. Subordinate clauses take the form of nominalizations that retain characteristics of the older pure ergative system. A 35-item bibliography is included. (MSE)

ED 335 924 FL 019 413

Pica, Teresa
Research on Language Learning: How Can It Respond to Classroom Concerns?
PUB DATE- 89
NOTE- 28p.; In: Working Papers in Educational Linguistics, Volume 5, Number 2; see FL 019 412.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; Cultural Awareness; *Educational Research; Error Correction; Grammar; Group Instruction; Instructional Effectiveness; Interference (Language); Language Proficiency; *Language Research; *Linguistic Theory; Pronunciation Instruction; Second Language Instruction; *Second Language Learning; Student Participation

Recent research on language learning and its implications for language teachers and others interested in language pedagogy and practice is summarized. The review takes the form of the following pedagogical questions: In what ways does knowing one language help and hinder the learning of a second?; What is "comprehensible input," and is it really all that is necessary for successful second language acquisition?; What can be done to encourage participation among students who seldom ask questions or initiate interaction?; Which is more helpful to acquisition: teacher-led instruction or group work?; How much attention should be given to explicit grammar instruction?; Should students drill and practice new structures?; Does correction assist language learning?; How necessary to learning a language is cultural integration with its users?; Why do some students have less accurate pronunciation than others and what can be done about this?; and How can fossilized learners or "terminal twos" be helped to move beyond their current proficiency level? Responses to all these questions are supplied in terms of what research has to say to teachers, what research is still in the process of investigating, and what research has yet to do. A 48-item bibliography is included. (MSE)

ED 335 583 CG 023 576

Vrana, Scott R.
The Mere Exposure Effect: Relationship to Response Competition and Imagery Ability.
PUB DATE- May 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Competition; Higher Education; *Interpersonal Attraction; Undergraduate Students
IDENTIFIERS- *Imagery; *Mere Exposure Theory

Exposure to novel stimuli increases one s liking for such stimuli. Response competition is one theory attempting to account for this effect: as a stimulus becomes more familiar, competing responses drop out in favor of one dominant response and the stimulus becomes better liked. Imagery ability refers to the regeneration of responses during cognitive activity that would occur in an actual action or perceptual context. This study independently varied exposure frequency and response competition, and looked at the mediating effect of imagery ability on each. Undergraduate students (N=68) pronounced aloud three-syllable Turkish words, either accenting same syllable each time (no response competition), or accenting different syllables during different pronunciations (response competition). After several pronunciations, subjects rated each word. Subjects completed the Questionnaire Upon Mental Imagery; a median split divided subjects into good and poor imagers. The typical mere exposure effect was not found unless response competition and imagery ability were taken into account. With no response competition, good imagers showed the mere exposure effect; poor imagers did not. Response competition eliminated the effect in good imagers. Poor imagers finally showed the exposure-liking effect with a large number of exposures. Good imagers were more sensitive than poor imagers to the mere exposure effect and to the influence of response competition on stimulus evaluation. (NB)

ED 335 644 CS 010 666

Doughty, Irma Darrow
Improving Reading Comprehension of Underprepared College Students.
PUB DATE- Dec 90
NOTE- 73p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Community Colleges; Critical Reading; Developmental Studies Programs; *Learning Processes; Memory; Metacognition; *Reading Comprehension; Reading Research; *Reading Strategies; *Remedial Reading; Self Evaluation (Individuals); Skill Development; Two Year Colleges
IDENTIFIERS- Florida

A practicum was designed to improve reading comprehension of 10 basic skills college students by providing training using 5 specific strategies and techniques. Five specific strategies based on a review of the literature were selected: (1) metacognitive awareness; (2) discussion; (3) self-monitoring charts; (4) use of pictures as an introduction to critical reading skills; and (5) use of memory processes. To evaluate the success of the program, the following instruments were administered at the beginning and end of the program: a reading performance chart, a student self-perception survey, a student self-monitoring chart, a memory checklist, and pre and post standardized tests. Specific goals were to improve students attitudes toward reading, to improve skills in four critical reading areas, to increase the amount of time spent in reading for pleasure, and to improve their grades in reading comprehension. The results of the practicum were positive. Analysis of the data revealed that students in the target group improved their reading comprehension and their attitude towards reading. Gains were made by students for each objective that was measured. Students involved in the practicum scored high enough on post-test scores to permit them to enter college-level courses. (Fourteen references and 14 appendixes of the evaluative instruments and practicum materials are attached.) (Author/PRA)

ED 335 664 CS 010 690

McKenzie, Flora I.
Developing Positive Attitudes toward Reading through Cross-Age Tutoring, Mentoring, and Reading Aloud Strategies for Third Graders.
PUB DATE- 91
NOTE- 101p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Age Teaching; Grade 1; Grade 3; High Risk Students; *Mentors; Primary Education; *Reading Aloud to Others; *Reading Attitudes; Reading Material Selection; *Student Attitudes

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Reading Motivation

A practicum aimed to develop the positive reading attitudes of six at-risk thrid-graders. Regular teacher-student sessions were devoted to reading aloud. Practicum participants were assigned mentors. Mentors and mentees met twice during the 12-week implementation cycle. The targted group of third-graders served as tutors for a group of first-graders. The tutors shared a variety of literature with their tutees. Members of the group were taken to the main branch of the public library. Donations of reading material were solicited from colleagues. Evening meetings were scheduled with parents. The group worked collectively on one story and individually on another. Copies of the stories were distributed to a national language arts consultant, the district s language arts director, and the school s media center. Post-assessment data indicated that all students improved their reading attitudes. The number of books borrowed from the media center, and the number of books submitted for "Count on Reading" increased. (Nine tables of data are included; 25 references and 13 appendixes--including a questionnaire and results, sample letters, and sample stories--are attached.) (Author/SR)

ED 335 684 CS 212 969

Favre, Betty Atkinson
From Plato to Wall Street: A Rhetoric Program for MBA s.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Administration Education; *Business Communication; College Curriculum; Graduate Study; Higher Education; Management Development; *Masters Programs; Program Descriptions; *Rhetoric; *Technical Writing; Writing for Publication; Writing Instruction

IDENTIFIERS- *Frostburg State University MD; Masters of Business Administration; Technical Communication

The Technical-Professional Communication (TPC) Option at Maryland s Frostburg State University is a response to the growing demand from government, business, and industry to prepare MBAs to meet the high performance requirements of managers who must communicate and communicators who must manage. Students taking this 15-hour writing-intensive option are full-time working professionals, largely managers, in a variety of fields. Program objectives are to enhance students abilities to think, write, make ideas visual, and speak effectively. The courses are structured to open up the five processes that generate successful professional communication: writing, research, illustration, speaking, and publishing. The TPC curriculum features five courses (Persuasive Writing, Editing and Production, Writing for Publication, Business Report Writing, and Technical and Scientific Communication) offered in a sequence that builds concept upon concept, one course each semester in the evenings, year-round. The pedagogical strategies are grounded in the case study approach. Case studies are often developed in workshops that feature realistic links to business and help students develop the necessary interpersonal skills for collaboratively producing effective documents. A major focus of all the courses is using desktop publishing to make ideas visual. Another is the development of a state-of-the-art professional writing style. The TPC Option s overall approach is humanistic in that it teaches the traditions of western rhetoric from Plato to the present. The TPC Option helps students to objectify the traditions of rhetoric--to define, describe and apply them--so that they can use them to maximum effect in their professional lives. (RS)

ED 335 724 CS 507 558

Gonzalez, M. Christina
"Familia" or Family?: A Demonstration of the Inability to Generalize Cross-Culturally Present Research and Pedagogy on Families and Interpersonal Relationships.
PUB DATE- May 91
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicgao, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Comparative Analysis; Cross Cultural Studies; *Cultural Context; *Cultural Influences; Extended Family; *Family Relationship; *Interpersonal Communication; *Mexicans; *Research Problems
IDENTIFIERS- *Communication Patterns; Research Suggestions

This paper contends that conceptions of healthy and non-healthy families and their corresponding communication behaviors and patterns are inextricably linked to cultural views of how family is defined. The paper argues that the theory from research and the pedagogy in the field are based on individualistic Euro-American conceptions of normal relationships and family. To demonstrate this point, the Mexican extended family is used in the paper as the basis for cross-cultural analysis of tenets of family and interpersonal communication theory popular in research and pedagogy. The paper sets the foundation for a program of research to include families and persons who do not share the dominant cultural views for the purpose of expanding the body of literature upon which communication scholars base their research and teaching. The paper provides specific suggestions (such as minimizing the cultural bias of theories, replacing cliche disclaimers with explicit descriptions of the nature of the culture to which a theory refers, doing more qualitative analyses to uncover the inconsistencies between cultures, and not limiting study to initial and primary sources of understanding) for the facilitation of such research, the goal of which is to diminish the likelihood of professional error in evaluating alternative cultural views of family and interpersonal communication as unhealthy or deviant due to a narrow theoretical base. (SR)

ED 335 769 EA 023 242

Hyle, Adrienne E.; And Others

School Dropouts: What Agenda Do Administrators See for Dealing with the Problem?

PUB DATE- Apr 91

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *Dropout Prevention; Dropout Research; *Dropouts; *Educational Administration; Elementary Secondary Education; Student Attrition; *Withdrawal (Education)

Findings from a study of administrators perceptions of student dropout causes and possible interventions are presented in this paper. Current dropout literature was categorized into four sources of student withdrawal from school--schools, parents, peers, and students. A national survey of 650 secondary principals and 650 superintendents produced 891 responses, a 68.5 percent response rate. Results show that "criminal/victimization" causes, which include substance and child abuse, crime involvement, and illiteracy, received the highest composite level of agreement. Respondents assigned most importance to those causes that reside within students, those least controllable by administrators. The national priority set forth appeared to be one of blaming the victims. That administrators ranked school-related factors over which they had the greatest control as less important raises the question that they may be distancing themselves from the problem. Two tables are included. (30 references) (LMI)

ED 335 792 EA 023 285

Cleary, Jim; And Others
Teacher Salary Trends in Minnesota: 1974-1988. A Research Report.
PUB DATE- Jan 91
NOTE- 94p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *State Action; *Teacher Salaries; *Teacher Student Ratio; *Trend Analysis
IDENTIFIERS- *Minnesota

This report analyzes the base salary trends of Minnesota s school teachers over the past two decades. At the statewide level, the report examines teacher salary trends both in nominal dollars and after statistically controlling for price inflation, increasing teacher training and experience, and increasing urbanization of the work force. Salary trends are also analyzed at the substate level, stratifying by geographic regions and by school district type. Minnesota teacher salary trends are then compared to those in surrounding states and the nation as a whole. Since 1982, when a budgetary crisis eliminated 4,000 to 5,000 teaching positions, both per pupil ratio and average teacher salary have sharply increased, since remaining personnel were more experienced and highly trained. When statistical controls are applied, the average state teacher salary is about 3 percent higher in 1988-89 than in 1974-75, but about 5 percent lower that its 1970-71 peak. Average teacher salaries differ considerably among different types of districts. In 1989-90, the average teacher salary in Minnesota stood at 103.5 percent of the national average and ranked 15th among the states. In constant dollar terms, the salaries of American teachers initially peaked in 1972, lost purchasing power the rest of the decade, and gradually returned to the 1972 peak during the 1980s. Appendices contain summary trend data, price inflation adjustment methodology, training and experience adjustment methodology, and urbanization adjustment methodology. (MLH/Author)

ED 335 835 EC 300 577

Guillory, Joseph A.
Improving the Monitoring and Maintenance of Hearing Aids for Preschool and School Age Deaf and Hearing Impaired Children by Training School Personnel, Parents, and Students.
PUB DATE- 91
NOTE- 66p.; Ed.D. Practicum II Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Check Lists; *Deafness; Elementary Education; *Equipment Maintenance; *Hearing Aids; Hearing Impairments; *Inservice Teacher Education; Parent Education; *Partial Hearing; Preschool Education; Program Effectiveness; Program Evaluation

This practicum was designed to improve the monitoring and maintenance of hearing aids and auditory trainers used by preschool and school-age deaf and hearing-impaired children, through inservice training of speech pathologists, teachers, parents, and students. The training focused on correct monitoring and maintenance procedures and the identification of malfunctioning or nonfunctioning equipment. Fourteen different inservice training programs were provided as well as individual inservice training over an 8-month period. As a result, a total of 124 hearing aids and auditory trainers were checked on a daily basis with several malfunctions immediately identified and repaired. Appendices include an unlabeled diagram of hearing aids and auditory trainer, a hearing aid and auditory trainer monitoring and maintenance pass/fail checklist, policies and procedures for hearing aid and auditory trainer monitoring and maintenance, a list of supplies, and a hearing aid and auditory trainer performance checklist. Includes 26 references. (DB)

ED 335 900 FL 019 373

CUHK Papers in Linguistics No. 2, Aug 1990.
SPONS. AGENCY- Lingnan Univ. (China).; United Board of Higher Christian Education in Asia.
PUB DATE- Aug 90
NOTE- 115p.; For individual papers, see FL 019 374-378.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Chinese; *Deafness; Dialects; *English; English (Second Language); English Literature; Foreign Countries; *Interlanguage; Language Research; Linguistic Theory; *Morphology (Languages); *Phonology; Second Language Learning; *Tone Languages; Uncommonly Taught Languages; Vowels

IDENTIFIERS- China (Shanghai); *Ergativity

Five papers on linguistics contained in this issue include the following: "Tones for Profoundly Deaf Tone-Language Speakers" (Teresa Y. C. Ching), a study using a simplified speech pattern approach to enhance perception of tonal contrasts in Cantonese; "Word Formation and the Limits of Analytic Equivalence" (Peter Crisp), a discussion of the relationship between complex words such as "man-eater and self-locking" and phrases such as "eats men and locks itself"; "Interlanguage Ergative Constructions and Learning" (Virginia Yip), which examines a class of interlanguage structures where passivization is commonly overextended to ergative verbs by Chinese learners of English; "Vowel Devoicing in Shanghai" (Eric Zee), a phonetic study of vowel devoicing in a tone language, a Chinese dialect; and "Some Notes on Dialect in Recent English Literature" (Mark Newbrook), which draws attention to the scope of dialectological investigation in literature more recent than that usually studied. (MSE)

ED 335 485 CE 058 611

State-Level Measurement of Performance Outcomes in Postsecondary Vocational Education. Volume II: Appendix. Profiles of State Date Collection Activities.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 91
NOTE- 209p.; For Volume I, "An Overview of State Policies", see CE 058 610.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Data Analysis; *Data Collection; Educational Assessment; *Educational Policy; Evaluation Methods; Evaluation Utilization; Followup Studies; *Outcomes of Education; Postsecondary Education; Program Descriptions; Program Effectiveness; Program Evaluation; Proprietary Schools; Public Schools; State Legislation; *State Programs; Statewide Planning; *Vocational Education

This report presents the detailed results of the compilation of an overview of state activities related to measuring the outcomes of postsecondary vocational education. Chapter I provides background to the study. Chapter II describes the methodology used for the development of the overview, including discussions with experts, the information collection plan, and pilot test. Chapter III presents narrative summaries of the information compiled on each state, provided in alphabetical order by state name. The general format includes a description of the organization of vocational education in the state and estimates of the number of schools and students. Separate descriptions follow for public postsecondary vocational education, vocational-technical schools (if different policies and practices apply), and proprietary institutions. For each component of postsecondary vocational education, the information assembled on the outcome measures collected, collection methods, data verification, data analysis, and uses are presented. Recently passed legislation and other indications of change in the policies and practices are also provided. Each discussion concludes with a section that highlights the most significant feature(s) related to the collection of outcome measures within the state. Chapter IV displays the key elements from the summaries in a matrix. (YLB)

ED 335 563 CG 023 556

Sims, Norma Jean
Needs Assessment of Midlife Women during and after Separation and Divorce.

PUB DATE- Dec 90
NOTE- 163p.; Master s Thesis, University of Minnesota.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Child Support; *Displaced Homemakers; *Divorce; Economic Impact; *Middle Aged Adults; Needs Assessment; Psychological Characteristics

This study examined the needs of midlife and older divorced women (N=34) whose careers had primarily been as homemakers. The women completed a questionnaire which looked at education, employment, economics, legal services, and psychological and emotional responses to divorce. Both the women and men in the study were highly educated; however, the socio-economic class of the women changed dramatically after divorce, and their incomes were considerably less than half of what they had been during marriage. The levels of dissatisfaction with the legal and judicial systems were high, especially with the terms of the divorce decree and legal representation. Maintenance, property division, and child support were major sources of conflict. The major psychological and emotional factors contributing to the marital break-up were psychological abuse by the ex-husband, and another relationship. Chemical abuse was also an issue. Primary sources of psychological and emotional support were friends and children. The relationship of the children to their father had deteriorated since the divorce in quantity and quality of time and financial support. Major psychological and emotional issues at the time of the divorce were loss of family and traditions, sense of failure, fear, anger, and depression. In general, the women reported feeling finished with the divorce, pleased with their new sense of self and freedom, but fearful about their economic future. (LLL)

ED 335 603 CG 023 596

Annual Conference on Drug-Free Schools and Communities Proceedings (4th, Falls Church, Virginia, June 11-15, 1990).

PUB DATE- Jun 90
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Role; *Drug Use; Elementary Secondary Education; *Prevention

This publication summarizes the presentations at individual and group sessions of a conference called to facilitate a broad exchange of concepts and experiences among those individuals and organizations most closely involved with Drug-Free Schools and Communities Programs at the national, state, and local levels. It is intended to highlight key points presented, rather than to reproduce the full text or verbatim contents of each conference session. The conference agenda is included, with those sessions and presentations appearing in the proceedings indicated by the number of the page on which they appear. Included in the proceedings are the keynote address by Lauro Cavazos, Secretary of Education; "Laughing the Pushers Out of Town: A Humorist s Strategy to Fighting Drugs and Alcohol" (Alan Blum); and summaries of 47 concurrent sessions. Roundtable discussions on issues for the 90s are appended as is a list of conference attendees. (NB)

ED 335 747 EA 023 211

Curriculum Documents: Guides for Instructional Program Quality.

PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Enrichment; *Curriculum Evaluation; *Curriculum Guides; Elementary Secondary Education; Instructional Development; *State Standards
IDENTIFIERS- *Texas

Assistance for school districts, accreditation teams, and education service centers in the development and use of local curriculum documents is provided in this publication. District responsibility to develop local curriculum guides has led to a lack of standardization, which in turn has complicated assessment. State requirements and standards for curriculum documents are clarified in this document. Part 1 offers an instrument for assessing curriculum guides based on state principles and standards for accreditation. Four descriptors and their indicators are presented. Part 2 contains answers to questions most often asked by school personnel, some of which involve the curriculum guide development and assessment processes, contents, and uses and purposes of curriculum guides. Appendices contain planning and administration principles set forth by the Texas administrative code and statutes and a compliance statement with the Civil Rights Act of 1964. (LMI)

ED 335 814 EC 300 556

Crowley, E. Paula
Mainstreamed Behavior Disordered Adolescents Perceptions of Teacher Interventions.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 43p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Aggression; *Behavior Disorders; Case Studies; Classroom Techniques; Discipline; *Helping Relationship; Helplessness; High Schools; Interpersonal Competence; Intervention; Mainstreaming; Skill Development; Social Adjustment; *Student Attitudes; Teacher Expectations of Students; *Teacher Student Relationship; Teaching Methods

This research sought to determine the particular teacher interventions that six aggressive adolescents (ages 14.09-17.07 years) perceived as most effective in helping them to develop their academic and social skills in mainstreamed classrooms. Student interviews and classroom observations provided the data for analysis. Student characteristics and perceptions are analyzed in a case-study format and then collectively. Intervention methods perceived as helpful were flexible academic expectations, flexible behavioral expectations, personal interaction between students and teachers, and humor. Methods perceived as unhelpful included rigid academic expectations, rigid behavioral expectations, and disciplinary procedures. Eight working hypotheses, based on social learning theory and learned helplessness theory, are formulated. (Includes 14 references.) (JDD)

ED 335 466 CE 058 577

Thompson, Cecelia; Floyd, Linda
Strengthening Basic Academic Skills through Home Economics. Instructional Activities for Home Economics Students.
PUB DATE- 90
NOTE- 104p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; *Grammar; *Home Economics; Integrated Curriculum; Learning Activities; *Mathematics Skills; Reading Comprehension; Reading Skills; Secondary Education; Sentence Structure; *Speech Communication; *Writing (Composition)

This publication is designed to help home economics teachers reinforce basic skills in their curriculum. It contains a series of information sheets explaining basic concepts in sentence grammar, writing, mathematics, speech, and reading. Each concept is defined and illustrated with a home economics example. Step-by-step procedures are ready to reproduce and distribute to those students who need extra help to achieve mastery. Grammar concepts include the following: writing a basic sentence, subject and verb agreement, pronoun and verb agreement, spelling, capitalization, and punctuation. Prewriting, drafting, revising, editing, and publishing are the writing topics discussed. The following mathematics concepts are covered: place values, addition, subtraction, multiplication, division, decimals, fractions, proportion, average, rank order, measurement, and graphs and tables. Speech concepts are as follows: choosing a topic, determining the purpose, gathering information, making an outline, organizing content, writing a speech, rehearsing, and delivering a speech. Reading concepts include: (1) identifying the main idea, sequence, specific details, correct information, and key words; and (2) using a dictionary, table of contents, thesaurus, and card catalog call number. A list of 29 references is appended. (YLB)

ED 335 504 CE 058 670

Harris, Andrew; Dobbs, John

Space Management. Accommodation Management Module. Operational Management Programme.

PUB DATE- 91

NOTE- 71p.; For related modules, see CE 058 671-680.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives; *Building Conversion; Continuing Education; Dining Facilities; Entrepreneurship; Foreign Countries; *Hospitality Occupations; Hotels; Independent Study; Learning Activities; Learning Modules; Management Development; *Managerial Occupations; Postsecondary Education; Recreational Facilities; *Space Utilization

IDENTIFIERS- England

This module on space management is intended to help supervisors or managers make more profitable use of existing areas in their establishment. An imaginary licensed house is used as a case study to show the steps involved. The material is presented in a self-instructional format in five sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Suggested solutions to these questions are given on the following page. The five sections cover the following topics: (1) what space management is; (2) looking at the space available; (3) analyzing the space; (4) getting new ideas; and (5) testing and presenting one s idea. (YLB)

ED 335 525 CE 058 754

Regional Trends Sustainable Development. ASPBAE Courier No. 51.
PUB DATE- Apr 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Literacy; Adult Programs; *Adult Students; *Developing Nations; *Economic Development; Educational Strategies; Educational Trends; Foreign Countries; *Literacy Education; Natural Resources; Program Implementation; Student Characteristics; Teacher Education; Teaching Methods
IDENTIFIERS- *Asia Pacific Region

This issue contains six articles about the practice of adult and nonformal education in the Asian South Pacific region, as well as committee reports, policy statements, and regular features. The articles on adult and nonformal education, and other entries are as follows: "Emerging Trends, Concerns and Issues in Educational Development in Turkey" (Eyup G. Isbir); "Self-Help and Literacy in Bangladesh" (S. B. Barua); "Strategies for Fulfilment of Basic Needs" (Ishwar Prasad Upadhyaya); "Professional Institutions and Self-Learning System--New Development in Adult Education" (Lo Ming-Tak, Alice Chow Yuk-Ying); "A Bill of Rights for the Adult Learner"; "National Literacy Course, Papua New Guinea" (Fred Michael Likia); "From the Trainers Point of View. From One Success to Another"; The Greening of Development Theory" (Michael Burgess); and "Making Common Cause Internationally" (Policy Statement for Nongovernmental Organizations). The Learning Exchange posts notices of workshops, conferences, meetings, and educational events; a resources section lists a newsletter for those working with older adults, a book highlighting 7 stories from 30 studies about the relationship between adult education and development, and a review of a seminar on literacy in development. (KC)

ED 335 544 CE 058 790

Stover, Deborah A.

Look into the Future: Displaced Clerical Project. Final Report.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 90
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Clerical Occupations; *Clerical Workers; Curriculum Development; *Dislocated Workers; Employed Women; *Job Training; *Learning Activities; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; *Program Implementation; *Retraining; Skill Development; Units of Study; Womens Education
IDENTIFIERS- Job Training Partnership Act 1982

"Look into the Future" is a program created by a Job Training Partnership Act project and 9to5, Working Women Education Fund, to address the training and retraining needs of office workers in light of the advances in computer and communications systems. This guide describes the model project and suggests steps other organizations can take to implement it. The guide is organized in 10 sections that contain the following: goals and objectives; curriculum development; analytical, motivational, educational, and vocational exploration components, which include learning activities, teacher or trainer notes, test items, and information sheets; participant information for those who took the displaced clerical workers workshop developed in the project; evaluation methods sheets for evaluating participants and for participants to evaluate the project; recommendations for successful project implementation; and additional handouts (communication skills self-test, glossary of common computer terminology, and "How to Write a Business Letter" by Malcolm Forbes). (KC)

ED 335 704 CS 213 005

Raphael, Taffy E.; Boyd, Fenice B.

Synthesizing Information from Multiple Sources: A Descriptive Study of Elementary Students Perceptions and Performance of Discourse Synthesis. Elementary Subjects Center Series No. 45.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Elementary School Students; Grade 4; Grade 5; Intermediate Grades; Reading Comprehension; *Reading Processes; Reading Research; *Reading Writing Relationship; *Synthesis; *Writing Processes
IDENTIFIERS- *Discourse Synthesis

Two studies explored the nature of fourth- and fifth-grade students abilities to synthesize information from multiple sources of text. The studies examined the ways in which elementary students approached a synthesis activity that involved reading two well-organized and related nonfiction articles, and then drawing upon that information as they wrote reports that synthesized and expanded upon the information. In the first study, fourth- and fifth-graders from two classrooms in an urban, neighborhood school were given passages about rock climbing and caving, or about polo and field hockey. They read and then wrote reports that drew on both topics. Results supported the existence of six inhibiting strategies: (1) using associative memory or recall of information from the sources; (2) audience insensitivity, seen in the number of students not setting a context for their paper; (3) overemphasizing background knowledge (digressing from topics); (4) copying from text in strategic (verbatim or paraphrasing) or random (verbatim) patterns; (5) narrowly identifying relevant information; and (6) writing a story. In the second study, students whose syntheses exhibited similar patterns were interviewed to determine their task impressions and how they had sought to achieve their goals. Findings suggested that despite any apparent lack of success in the ability to synthesize, most students appeared to be strategic in their approach. Their difficulties arose not from an inability to synthesize but from a different conception of the purpose of the activity itself. (A figure and 4 tables of data are included; 36 references and 2 appendixes containing the coding scheme for elaboration/integration/balance as well as student interviews are attached.) (Author/PRA)

ED 335 856 EC 300 598

Jeffree, Dorothy M.
The Education of Children and Young People Who Are Mentally

Handicapped. Guides for Special Education No. 1.
PUB DATE- 86
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; Educational Practices; Elementary Secondary Education; Foreign Countries; *Moderate Mental Retardation; *Play; *Severe Mental Retardation; Student Development; Teaching Methods; Transitional Programs

This booklet sets out guidelines for the education of children and young people with severe to moderate mental handicap. Chapter I, "Where To Begin," discusses play, its importance for the child, how to assess the child through observation of play, and finding the child s developmental level of play. Chapter II, "Areas of Development," examines mobility, coordination of hand and eye, language and social development, and self-help. Chapter III, "How To Encourage Learning," focuses on choosing realistic objectives, breaking tasks down into small steps, backward chaining, prompting, rewards, group activities, and generalization. Chapter IV, "What To Teach," offers curriculum suggestions in the areas of mobility, language, reading and pre-reading, social development, arts and crafts, and drama. The final chapter, "What To Teach in the Top Classes," deals with communication skills, social skills, and building a bridge towards self-independence. (Four references) (JDD)

ED 335 878   FL 019 331

Dooley, Robert A.
A Double-Verb Construction in Mbya Guarani.
PUB DATE- 91
NOTE- 37p.; In: Work Papers of the Summer Institute of Linguistics, University of North Dakota Session, Volume 35, p31-66, 1991; see FL 019 329.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; Grammar; *Guarani; *Language Patterns; Language Research; Linguistic Theory; Morphology (Languages); Phonology; Semantics; Stress (Phonology); Syntax; *Uncommonly Taught Languages; *Verbs

The double-verb construction in Mbya Guarani is described. In this construction, the second verb (V2) has a distinctive morphology. It is concluded that the construction, examined from several viewpoints (lexico-semantic, phonological, morphological, and syntactic) is a phrase in which V2 functions as a modifier of V1, and that is different from other constructions in the language, such as clause subordination and verbal coordination. On the other hand, it is seen to have much in common with serial verb constructions documented for the languages of West Africa, the Caribbean, East and Southeast Asia, and Papua New Guinea. A 24-item bibliography is included. (MSE)

ED 335 447 CE 058 338

Barker, Kathryn Chang

Evaluation of a Workplace Basic Skills Program: An Impact Study of AVC Edmonton s 1990 Job Effectiveness Training Program at Stelco Steel. Report Summary.

SPONS. AGENCY- Alberta Career Education and Employment, Edmonton.; Alberta Dept. of Advanced Education, Calgary.; National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Apr 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; College Programs; *Cost Effectiveness; *Demonstration Programs; Developed Nations; Education Work Relationship; Employer Employee Relationship; Foreign Countries; Inplant Programs; Institutional Cooperation; *Literacy Education; *Outcomes of Education; Program Effectiveness; Program Implementation; School Business Relationship
IDENTIFIERS- *Alberta Vocational College; *Workplace Literacy

The pilot Job Effectiveness Training (JET) workplace basic skills program, developed by Canada s Alberta Vocational College (AVC), Edmonton, for Stelco Steel during 1989-90, was evaluated in terms of impacts or changes from the perspective of the four major stakeholder groups: the students (12 Stelco employees); the employers (Stelco management); the institution (administration of AVC); and the government funding agencies. Impacts were determined through structured interviews, with an additional questionnaire for students that replicated portions of the post-program evaluation. The study found at least 54 positive impacts and only 3 negative impacts; of the impacts, 30 were planned and 24 were unplanned. Student impacts achieved included a 20 percent increase in skill levels, retention of increased skills, use of skills learned, greater self-confidence, and a positive attitude toward education. For the employer, JET provided access to a system for upgrading its work force, upgrading some employees, improved communication, and awareness of the importance of basic skills to job performance. AVC outcomes included development of a generic workplace basic skills curriculum, enhanced reputation, experience with nontraditional delivery, and development of a model for interaction with business and industry. Funders outcomes were development of an innovative literacy project and positive publicity. The study concluded that the project was highly successful for stakeholders and that it was cost effective. (KC)

ED 335 584 CG 023 577

Lauterbach, Dean; Vrana, Scott R.

Incidence of Traumatic Events and Posttraumatic Psychological Symptoms among College Students.

PUB DATE- May 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Child Abuse; College Students; Death; Depression (Psychology); Drinking; Higher Education; *Incidence; *Life Events; Rape; *Stress Variables; Victims of Crime
IDENTIFIERS- *Posttraumatic Stress Disorder

Most research on posttraumatic stress disorder (PTSD) has been conducted on war veterans; little is known about the incidence of traumatic events, PTSD, and posttraumatic symptoms among other populations. This study was undertaken to assess the incidence of traumatic events of sufficient intensity to potentially cause PTSD among a sample of 440 college students. Subjects completed the Traumatic Events scale, the Purdue PTSD Scale, the Impact of Events Scale, the Mississippi Scale for PTSD, the Beck Depression Inventory, the State-Trait Anxiety Inventory, and the Alcohol Questionnaire. Only 17% of the respondents reported experiencing no traumatic event. One-third of the sample had experienced four or more separate events, and 9% of the sample had experienced seven or more events. Unexpected deaths, accidents, and other life-threatening situations were reported frequently. Males reported more accidents and life-threats; females reported more rape or abuse. The findings suggest that these traumatic events often result in significant psychological symptoms, and people who are survivors of rape, abuse, crime, or an event they cannot talk about are at particular risk. Experiencing multiple events appeared to increase the risk for psychological symptoms. A relationship was found between traumatic experiences and later anxiety, depression and PTSD symptomatology. (NB)

ED 335 604 CG 023 597

Lin, Josh C. H.

How Long Do Chinese Immigrants Stay in Psychotherapy?

PUB DATE- Aug 91
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese Americans; *Congruence (Psychology); *Counselor Client Relationship; Cultural Awareness; *Immigrants; *Psychotherapy; *Termination of Treatment; Use Studies

The estimated median duration of psychotherapy for white clients in the United States is about 5 to 8 sessions; the estimated mean duration is about 10 to 15 sessions; and the dropout rate after one session is about 17 to 22%. A minority of patients make the majority of outpatient mental health visits. This study used a sample of nonpsychotic Chinese American outpatient clients (N=144), mostly immigrants, to test the hypothesis that ethnic minority clients would have a similar patterns of psychotherapy utilization as white clients if ethnic/cultural therapists were provided. The results supported the hypothesis that the ethnic minority clients would stay in psychotherapy or mental health treatment as long as their white counterparts if culturally responsive therapists were provided. The majority of Chinese American clients were assigned Chinese American therapists. The median treatment duration was 10 sessions, and the median duration for individual psychotherapy alone was 6 sessions. When culturally responsive treatments were provided through Chinese American therapists, the dropout rate after the first session for the Chinese American clients was 10%. When the culturally responsive treatments were provided, a minority of the Chinese American clients made the majority of outpatient mental health visits. These findings suggest that ethnic minority clients would fully utilize the mental health service to meet their needs if culturally responsive treatments were provided. (NB)

ED 335 623 CG 023 616

Austin, Gregory; Prendergast, Michael
Young Children of Substance Abusers. Prevention Research Update No. 8.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Alcoholism; *At Risk Persons; Children; Drug Abuse; Elementary Secondary Education; Parent Child Relationship; School Role; *Substance Abuse
IDENTIFIERS- *Children of Alcoholics; *Children of Substance Abusers

The stated objectives of this document are: to increase awareness of and clarify the risks facing children of substance abusers (COSAs) through a review of recent empirical research literature; and to examine the prevention and intervention issues involved in providing services to these youth in the schools. The literature review deals mainly with children of alcoholics because of the longer history and greater prevalence of alcoholism in this country and the relative lack of research on children of other drug abusers. The similarities and differences between children affected by parents who use different drugs are clarified as much as possible, particularly as much less is known about the effects of their illicit drug use. The focus is specifically on adolescents. Terminology issues centering on COSAs, Children of Alcoholics (COAs), and Children of Other Drug Abusers (CODAs) are discussed. Specific topics discussed include: (1) prevalence; (2) characteristics and problems of COAs and CODAs; and (3) prevention and intervention, including identification and assessment, labeling, program goals and techniques, parental involvement, and program evaluations. Twenty-seven abstracts of research studies involving COSAs are included. An extensive list of references is included, as well as a selected list of some of the main sources on services for children of substance abusers. (ABL)

ED 335 770 EA 023 243

Hyle, Adrienne E.
Women and Public School Administration: Invisibility and Discrimination.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Equal Opportunities (Jobs); Females; Informal Organization; *Organizational Climate; *Public Schools; Quality of Working Life; *School Administration; Sex Discrimination; *Women Administrators; *Work Experience

The assumptions of organizational and social reality in public school administration and their relationships to gender discrimination are explored in this paper. A critical constructivist theoretical approach is used to examine organizational elements, selection processes, roles, access to information, and visible gender in public school administration. Qualitative methodology involved collection of over one dozen vignettes that reflect the experiences of women in public education administration. The sample included aspiring administrators and practicing elementary and secondary principals, assistant principals, and superintendents. Findings point to the existence of gender discrimination in public school administration but they also point to a new construct, that of women, as well as men, being misled by the gains that have been made into not seeing the need to examine issues associated with gender discrimination. The importance of the study is the introspection it invites, the learning it enhances, and the evolution and awakening of constructions of the inner eye it enables. People, if they can see differently, can believe in a different social reality that has been obfuscated by acceptance of the dominant organizational and social assumptions, and can work for awareness and change. (10 references) (LMI)

ED 335 836 EC 300 578

Arnold, Ellen; Czamanske, Jackie
Can I Make It? A Transition Program for College Bound Learning Disabled Students and Their Parents.
PUB DATE- 3 Apr 91
NOTE- 11p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; College Bound Students; Higher Education; High Schools; *Learning Disabilities; Metacognition; *Parent Education; *Parent Student Relationship; Problem Solving; Self Evaluation (Individuals); Seminars; Study Skills; *Transitional Programs
IDENTIFIERS- Rochester Institute of Technology NY; Self Advocacy

The metaphor of a family road trip is used to describe a 10-week seminar program at the Rochester Institute of Technology (New York) for learning disabled high school students and their parents in preparation for student transition to college. The small group format (maximum eight families) allows for both whole group and separate (parents and students) group activities. Self evaluation and metacognition are stressed throughout. Sessions focus on the following: orientation; self advocacy; admissions; student panel (current learning disabled college students share their experiences); problem solving; study skills; letting go; and evaluation. (DB)

ED 335 925 FL 019 414

Boxer, Diana

Building Rapport through Indirect Complaints: Implications for Language Learning.

PUB DATE- 89

NOTE- 16p.; In Working Papers in Educational Linguistics, Volume 5, Number 2; see FL 019 412.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Higher Education; *Interpersonal Communication; *Interpersonal Relationship; Language Research; *Responses; *Second Language Learning; Sex Differences

A study investigated the usefulness of indirect complaints (ICs)--i.e., expressions of dissatisfaction about someone or something not present--as a strategy for negotiating interaction for second language acquisition. In contrast to a direct complaint, an IC can be used to attempt to establish solidarity with an interlocutor. The language corpus consisted of 70 sequences of spontaneous conversation in which ICs were uttered. Subjects were university students, faculty, faculty family members, and staff. Six possible types of response to ICs were found: (1) no response or change of subject (4%); (2) response requesting elaboration (11%); (3) response in the form of joking or teasing (6%); (4) contradiction or explanation (12%); (5) advice or lecture (15%); and (6) commiseration (52%). Female and male responses were compared. While the expectation of the study was to identify formulaic responses (e.g., "oh, you poor thing"), no such response emerged. Even commiserative responses were highly varied in structure and intent. Results confirmed earlier research findings that equality of status is a common characteristic of ICs. Most commiseration responses occurred among status equals with neither minimal nor maximal social distance. An 18-item bibliography is included. (MSE)

ED 335 564　　CG 023 557

Allen, Mary J.; Scrams, David J.
Careers of Undergraduate Psychology Alumni.
SPONS. AGENCY- California State Univ., Bakersfield.
PUB DATE- Aug 91
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; Careers; Curriculum Evaluation; Followup Studies; Graduate Surveys; Higher Education; Income; *Job Satisfaction; Program Evaluation; *Psychology; Sex Differences
IDENTIFIERS- *California State University System

This study examined careers, income, job satisfaction, and ratings of important work skills among psychology alumni of the California State University (CSU) system. Data were obtained from psychology alumni (N=395) who graduated between 1949 and 1988 from eight independent CSU campuses. Service, organization, and general culture careers accounted for 88 percent of the alumni. Although male and female alumni were just as likely to enter social careers, women alumni were more likely to enter conventional occupations. Men and women did not differ in reported job satisfaction; however, a graduate degree was significantly related to greater job satisfaction among women. A graduate degree was significantly related to greater job satisfaction only among alumni in social and conventional careers. Incomes were significantly higher for men, for those with graduate degrees, and for those in enterprising careers. Alumni rated their employment preparation as fair, but estimated their employer s opinion on the quality of the degree as good. Regarding skills important to their careers, alumni rated interpersonal skills the highest. High ratings were also given to basic skills (reading, writing, and logical reasoning) and people management skills. Results indicated that most psychology majors did not enter careers in clinical psychology, but they did develop satisfying careers that require a variety of skills which were appropriately included in the undergraduate psychology curriculum. (LLL)

ED 335 645 CS 010 667

Smith, Carl B.
Parents Sharing Books. Annual Report 1990-1991.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Intermediate Grades; Junior High Schools; *Middle Schools; *Parent Participation; Parent Role; *Parent Student Relationship; Program Descriptions; *Reading Aloud to Others; Reading Attitudes; *Recreational Reading
IDENTIFIERS- *Family Literacy; Indiana; *Parents Sharing Books; Reading Motivation

This report describes and evaluates the first year of the "Parents Sharing Books" project, a parent outreach program for Indiana middle and junior high schools. The project focuses on increasing interaction between parents and middle school children with books that they read together, encouraging parents and children to share books and work together during this critical stage in their relationship, and providing effective training to leader teams. The report s 8 sections are as follows: (1) Introduction; (2) Purpose of the Evaluation; (3) Implementing "Parents Sharing Books"; (4) Limitations; (5) Conducting Evaluation; (6) Results; (7) Recommendations; and (8) Summary. Extensive appendixes include a news release, book lists, lists of committee members, application forms for principals and parents or teachers, a questionnaire, and evaluation materials. (SR)

ED 335 665 CS 010 691

Luckham, Mary R.
Increasing Reading Comprehension and Positive Attitudes toward Reading through Improving Student Vocabulary.
PUB DATE- Jul 91
NOTE- 128p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *English Instruction; Grade 10; High Schools; *Reading Ability; *Reading Attitudes; *Reading Comprehension; *Reading Instruction; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS- Degrees of Reading Power Test; Florida

A practicum designed and implemented a program to address the related problems of negative attitudes toward reading, low reading abiility, and poor student working vocabulary. Intervention strategies and critical thinking activities were used to raise students "Degrees of Reading Power (DRP) scores and to improve students attitudes toward reading in general. A target group of twenty-four 10th-grade English students was chosen for the implementation. The program combined contextual and definitional approaches to vocabulary study using a variety of methods and a combination of strategies to provide repetition and opportunities for meaningful usage. Success was measured with a combination of three pre- and post-methods. These were attitudinal surveys, DRP tests, and teacher-made objective tests over the vocabulary words taught during the implementation period. Results showed some increase in DRP scores, an increase in vocabulary, and an increase in positive attitudes toward reading in general. Extensive appendixes include test and survey scores as well as many of the activities used in the implementation. (Author/SR)

ED 335 725 CS 507 560

Wirkus, Tom E.
An Audio-Stimulus Activity That the Teacher (and Perhaps the Students) Can Create.
PUB DATE- 11 Apr 91
NOTE- 7p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; Audience Awareness; *Class Activities; Communication Skills; Higher Education; *Listening Comprehension; *Listening Skills; Secondary Education; *Student Projects; *Teaching Methods
IDENTIFIERS- *Listening Skills Program; University of Wisconsin La Crosse

An audio stimulus activity involves listening to a taped narrative and then responding to several questions. Narratives can be tailored to accommodate their varied audiences, since audiences are more "tuned in" when they are participating in activities to which they can relate. As a group project, students in a listening course at the University of Wisconsin-La Crosse have devised narratives related to their intended professions. The task involved creating and scripting a situation, developing questions to ask following the playing of the narrative, and recording the narrative. Such a project could be used by any middle, secondary, university, or technical college instructor, or by a seminar facilitator. The activity would permit students to: (1) work creatively and cooperatively; (2) develop practice in writing; (3) gain an outlet for oral communication practice with the recording phase; (4) develop sensible questions to ask that address the narrative; and (5) provide further practice in presentational skills. (An audio narrative script and its questions, completed during the course, are attached.) (PRA)

ED 335 748 EA 023 212

Minnesota Educational Effectiveness Program.
PUB DATE- May 89
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Environment; *Educational Innovation; *Educational Quality; *Effective Schools Research; Elementary Secondary Education; Excellence in Education; Instructional Improvement; Organizational Change; *School Based Management; *School Effectiveness
IDENTIFIERS- *Minnesota

Goals and implementation of the Minnesota Educational Effectiveness Program (MEEP), a school-based improvement program, are presented in this document. The program s mission is to enhance learning and instruction through planned change based upon research facilitated by staff development. The first section examines program components, specifically 15 research-referenced components of effective schools--9 organizational and 6 instructional. Also discussed are factors for planned change, the program implementation process, the educational effectiveness improvement cycle, implementation evaluation, and program accomplishments. The second section describes the characteristics of each of the 15 components and provides brief research references. Implementation services are described in the third section, such as the application process, the Minnesota Administrator Training Program, the MEEP staff and advisory task force, and cooperative service units. Three figures are included. (LMI)

ED 335 793 EA 023 286

Tellekamp, Madeleine
Middle Schools Reach Out to the Homebound.
PUB DATE- May 91
NOTE- 54p.; M.S. requirement, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Critical Thinking; Grade 6; *Homebound; *Hospitalized Children; Inservice Education; Intermediate Grades; *Middle Schools; *Practicums; *Recognition (Achievement); Student Attitudes; Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Isolation Effect

The problem addressed in this practicum was multifaceted: how to alleviate feelings of isolation experienced by hospitalized and homebound (H/H) children and their families; how to increase professional understanding of H/H teachers sensitive and demanding roles; and how to increase the sensitivity of middle school students and faculty to the needs of students requiring H/H instruction. The practicum s expected outcome was implementation of a county program involving middle school students annual adoption of homebound students. The practicum s target population was a select group of 120 sixth graders, 18 sixth-grade teachers, 15 H/H students at various grade levels, and 20 H/H teachers. Surveys were administered to ascertain the extent of each problem, and activities were selected and engaged in to increase middle school student and teacher awareness and to help reduce H/H students feelings of anxiety and isolation. Although the project was generally successful, the attempt to recognize the H/H faculty for its excellence failed. An effort to connect the H/H students and teachers with middle school students and teachers would benefit both segments of the county s educational system. Appendices include surveys administered and the inservice packet for middle school faculty. (16 references) (MLH/Author)

ED 335 815   EC 300 557

Social and Emotional Supports for Children with Disabilities and Their Families.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Blindness; Chronic Illness; Deafness; Developmental Disabilities; *Disabilities; *Emotional Adjustment; *Emotional Development; Emotional Disturbances; Family Problems; Financial Support; Head Injuries; Income; *Mental Health; Neurological Impairments; Prevention

This theme issue addresses emotional and social issues faced by children and their families across a number of disability areas, with emphasis on needs the disabled have in common with all people, the value of tangible and emotional support for all family members, the need for comprehensive services, and the expertise that families can bring to professionals developing services. The following brief articles are included: "Emotional Problems among Children Who Are Blind or Have Severe Visual Impairments" (J. Elton Moore); "Preventing Mental Health Problems in Children with Chronic Illness and Disability" (Joan Patterson); "Families and Children with Traumatic Brain Injury" (Betty Pieper); "Childhood Trauma Is Two Stage Crisis for Families" (Marilyn Lash); "Children with Deafness and Mental Health Concerns" (Mimi W. P. Lou); "Children with Developmental and Psychiatric Disorders" (Dee Kruger); and "New Developments Increase Access to Supplemental Security Income (SSI) Benefits for Children with Disabilities." (DB)

ED 335 901 FL 019 374

Ching, Teresa
Tones for Profoundly Deaf Tone-Language Speakers.
PUB DATE- Aug 90
NOTE- 23p.; In: CUHK Papers in Linguistics, No. 2. p1-22, Aug 1990; see FL 019 373.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; *Deafness; Elementary Secondary Education; Foreign Countries; Hearing Aids; Instructional Effectiveness; *Intonation; Language Research; Language Tests; Linguistic Theory; *Lipreading; Skill Development; Testing; *Tone Languages; Videotape Recordings; *Visual Perception

A study assessed the practical use of the simplified speech pattern approach to teaching lipreading in a tone language by comparing performance using an acoustic hearing-aid and a Sivo-aid in a tone labelling task. After initial assessment, subjects were given training to enhance perception of lexically contrastive tones, then post-tested. The test used was audio-video recorded test material in Cantonese used to assess speech receptive ability, which includes a tonal component. For each subject, visual stimuli were presented, some accompanied by an auditory signal (either speech tone or larynx tone) through either acoustic hearing aids or a Sivo-aid. One treatment used lipreading alone. Subjects in the experimental group were four profoundly deaf children; all of their deaf classmates served as a control group. Results indicated that the auditory signal contributes to tonal reception more effectively using the Sivo-aid, but some variation still occurred. It is concluded that the simplification approach allows a better match to the user s hearing capabilities, making better use of residual hearing, and allows gradual development of perceptual skills relating to suprasegmentals as well as segmentals. (MSE)

ED 335 467 CE 058 578

Longitudinal Evaluation of 2   2 Career-Vocational Education Articulation Projects. First Year Interim Report.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento.

PUB DATE- Jul 91

NOTE- 67p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Articulation (Education); Community Colleges; Educational Finance; Hispanic Americans; *Longitudinal Studies; Management Information Systems; *Program Evaluation; School Counseling; Secondary Education; Technological Advancement; Two Year Colleges; *Vocational Education

IDENTIFIERS- *California Community Colleges

Twenty-one California career-vocational educational articulation projects, commonly referred to as 2   2 partnerships, were jointly funded across the 1986-89 funding period and third-party evaluations were conducted in 1988-89. The longitudinal study examined the long-term effects of the original partnerships. Evaluators formed an advisory committee, reviewed project documentation, collected baseline data from 2,955 secondary students, and conducted site visits. During 1990-91, 15 partnerships continued or expanded project activities beyond the close of special federal funding. Most of the students were male. Nearly one-third of the students were Hispanic. The mean grade point average was 2.90. More than three-quarters of the students plan to earn a high school diploma and most intend to enroll in a community college. Several recommendations are offered based on the first year of the longitudinal study: (1) consider expansion of statewide support; (2) disseminate information regarding articulated credit; (3) consider the standardization of articulation forms; (4) emphasize the importance of counseling; (5) clarify the distinctions between 2   2 and tech prep; (6) develop a statewide management information system; and (7) expand the focus of the longitudinal study. (Seven figures, nine tables, and three appendices are included. The appendices contain a list of advisory committee members, student data forms, and program data forms/site visit interview schedules.) (NLA)

ED 335 486 CE 058 612

Black, Stephen; Sim, Susan
The Learning Experience. Perspectives of Former Participants from Two Adult Literacy Programmes.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- Jul 90
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adult Basic Education; *Adult Literacy; Dropout Attitudes; Dropout Research; Educational Research; Foreign Countries; Illiteracy; Learning Motivation; *Literacy Education; Outcomes of Education; Participant Satisfaction; Program Effectiveness; Program Evaluation; Program Improvement; *Student Attitudes; *Student Motivation
IDENTIFIERS- Australia (Sydney)

Views of former adult literacy students about their learning experience were ascertained in a study. Semistructured interviews were conducted with 68 former students from 2 adult literacy programs in the Inner West of Sydney (Australia). A literature review focused on the following topics: characteristics of adult basic education (ABE) students; reasons for participating in ABE programs; program outcomes; articulation; and reasons for leaving ABE. Approximately half the interview sample gave employment-related reasons for participating in adult literacy classes. Participants expected a school-like environment. Respondents feelings about the learning experience were affected by the following factors: teacher-student relationship; student relationships; changes in teachers; class size; lesson content; and approaches to teaching. Not all participants were happy with their learning experience, but they almost unanimously claimed to have achieved positive outcomes from participating. Both classroom-related and nonclassroom reasons for leaving were reported. Suggestions for improvement focused on ABE program structure or curriculum type issues. Major study findings included: (1) positive outcomes repored by participants; (2) the discrepancy between expectations and the reality of ABE programs; and (3) the disparate range of students ability levels and needs. (Appendixes include enrollment statistics, an interview guide, and 55 references.) (YLB)

ED 335 505 CE 058 671

Chapman, Janet

The Accommodation Operation. Accommodation Management Module. Operational Management Programme.

PUB DATE- 90
NOTE- 104p.; For related modules, see CE 058 670-680.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives; *Cleaning; Continuing Education; Dining Facilities; Entrepreneurship; Foreign Countries; *Hospitality Occupations; Hotels; Housekeepers; Independent Study; Learning Activities; Learning Modules; *Maintenance; Management Development; *Managerial Occupations; Needs Assessment; Postsecondary Education; Recreational Facilities; Safety; *Supervision; Supplies
IDENTIFIERS- Building Security; England

This module on accommodation operation is intended to help supervisors or managers achieve a balance in the day-to-day running of the premises and plan for a smooth and successful future. Much of the material is concerned with the housekeeping aspects of accommodation management. The material is presented in a self-instructional format in seven sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. The seven sections cover the following topics: (1) recognizing one s customers; (2) meeting customer needs; (3) the importance of maintenance; (4) cleaning routines; (5) housekeeping supplies; (6) linen and laundry; and (7) health, safety, and security. (YLB)

ED 335 526 CE 058 755

Solorzano, Ronald W.; And Others

Reducing Illiteracy in California: Review of Effective Practices in Adult Literacy Programs. Final Report.

SPONS. AGENCY- California State Dept. of Education, Sacramento.

PUB DATE- 89

NOTE- 247p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Community Organizations; *Cost Effectiveness; Dropout Prevention; Dropouts; Educational Planning; Illiteracy; Libraries; Library Extension; *Literacy Education; National Surveys; Program Administration; *Program Effectiveness; Program Evaluation; Program Implementation; School Holding Power; State Programs; *Statewide Planning; Student Recruitment; Testing; Two Year Colleges

IDENTIFIERS- *California

A study identified the most effective and low cost programs currently in operation and described in adult literacy literature that would significantly reduce adult illiteracy in California by 1994. Recommendations were made for a statewide plan to replicate those programs in communities throughout the state. A literature review focused on eight program areas: methods and materials; testing and evaluation; outreach and recruitment; learner retention; program management; international literacy efforts; and replication. A telephone survey collected additional data on program practices and impact from a sample of effective literacy service providers. Comparable data were obtained from 67 adult literacy programs, representing adult basic education, community colleges, libraries, and community based organizations. Onsite visits were made to four of the programs. The literature review, telephone survey, and site visits revealed a variety of programs offering a variety of services. A discussion under the title "Replication" explores the essential conditions that agencies must meet in order to replicate successful practices. Results showed that materials should be adult centered and related to learners goals. Most programs used tests but were unhappy with them. Ongoing evaluation of learner progress was important to subsequent success. Ongoing program evaluation, networking, and dropout prevention were also important. (Appendixes include project correspondence, instruments, and list of 71 successful adult literacy programs. A 193-item bibliography is provided.) (YLB)

ED 335 545 CE 058 793

Clermont-Warren SDA #12 Clerical Displacement Training Pilot. Final Report.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Aug 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Clerical Occupations; *Clerical Workers; Dislocated Workers; *Educational Needs; *Employer Attitudes; Job Training; Occupational Tests; Office Occupations Education; Postsecondary Education; *Skill Development; Unemployment
IDENTIFIERS- Job Training Partnership Act 1982; *Ohio (Clermont County); *Ohio (Warren County)

A project coordinated through Job Training Partnership Act programs and local educational organizations in Clermont and Warren Counties of Ohio attempted to identify persons in the clerical field who were unemployed or whose employment opportunities were limited by a lack of technological skills. A commercially developed assessment was used with personnel from local businesses and industries, and with clients of the Ohio Bureau of Employment Services (OBES). Through the OBES, 19 unemployed people were identified and tested. Although 12 businesses responded favorably initially, only a few allowed their employees to be tested. The assessment showed that most of the test takers lacked language and vocabulary skills and also lacked skills in clerical tasks that they did not typically perform. Two-thirds of those tested scored below the national norm on all of the clerical skills tests, demonstrating the need for more training. The study found that employers generally are employing fewer clerical employees, giving them more responsibilities, and providing little training. The study concluded that employers in general were not receptive to training programs during work hours, and employees were not willing to take programs after hours, possibly because they saw little possibility of advancement. A brochure tabulating test results was produced and disseminated to local businesses, and availability of training programs was announced. (KC)

ED 335 685 CS 212 972

Rubin, Lois

Combining the Personal and Analytical: Assignments for Basic Writing.

PUB DATE- Mar 91

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Basic Writing; Higher Education; Literary Criticism; Personal Narratives; *Writing Assignments; Writing Skills

IDENTIFIERS- *Academic Discourse; *Writing Development

The traditional basic writing model (giving students manageable writing tasks like narratives and descriptions of familiar places) has been criticized by both Mike Rose and David Bartholomae, among others, for not moving the basic writer far enough toward the goal of academic writing competence. Rose s schemata are reassuring and helpful to basic writers, but the assignments are remote from their immediate concerns. Bartholomae s use of personal experience as the basis on which to build generalizations and theories are more appealing to basic writers, but the assignments lack explicit procedures that can be followed as they perform the complex tasks required by writing in the academic world. Two assignments synthesize the approaches of Rose and Bartholomae. In the first assignment, students are asked to categorize papers they and their classmates have written about personal experiences and then to discuss a single category, comparing and contrasting the papers within it. The second assignment asks students to identify a problematic situation in a book, and form that problematic situation into a problem statement, which contains the clashing elements of the problem and a question whose answer will resolve the problem. Students then go on to investigate possible answers, using the text as evidence. (RS)

ED 335 857 EC 300 599

Mittler, Peter; And Others
Working Together: Guidelines, for Partnership between Professionals and Parents of Children and Young People with Disabilities. Guides for Special Education No. 2.
PUB DATE- 86
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Educational Cooperation; Elementary Secondary Education; Foreign Countries; *Helping Relationship; Human Services; Interpersonal Relationship; *Parent Participation; Parent Role; Parent School Relationship; *Parent Teacher Cooperation; Preschool Education; Rehabilitation; *Staff Role; *Teamwork

This guidebook s aim is to encourage the development of good working relationships between parents and service professionals for the benefit of children or young people with disabilities. It begins with a list of reasons for partnership and a discussion of the needs and strengths of families. It then examines the essence of partnership, which is described as professional accountability to parents and equality between parents and professionals. An age-based approach is used to discuss the needs of children, from preschoolers to adolescents, and the implications of these needs for partnership development. A final chapter discusses overcoming obstacles such as lack of training, psychological and social distance, and reconciling the child s needs with the needs of other family members. Suggestions for successful partnerships are made, guided by the principle that if people are to work together more successfully, they will have to get to know one another as human beings first and only secondly in their role of parents or professionals. (Includes 31 references.) (JDD)

ED 335 879 FL 019 332

Kibrik, Alexandr E.
Semantically Ergative Languages in Typological Perspective.
PUB DATE- 91
NOTE- 25p.; In: Work Papers of the Summer Institute of Linguistics, University of North Dakota Session, Volume 35, p67-90, 1991; see FL 019 329.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Language Classification; *Language Patterns; Language Research; Linguistic Theory; *Semantics
IDENTIFIERS- *Ergativity

An analysis of semantically ergative languages begins with a description of the essential results of research on ergativity to date, and an outline of the assumptions and conceptual apparatus on which the analysis is based. Subsequently, data from 20 Daghestanian languages, primarily Archi, are examined for evidence of the syntactic features of role-oriented ergative languages, including semantic roles and cases, voices, semantic role derivation, semantic derivation of predicates, nominalization, reflexivization, relativization, complementation, and coordination. It is concluded from this investigation that a pattern of syntactic organization in which all syntactic processes apply, regardless of the roles of the noun phrases, is possible, and that such a pattern allows the language to consistently follow the principle of role determination of case marking. There are many instances of apparent deviation from syntactic neutrality, but closer analysis usually shows that there is semantic motivation of the surface linguistic form. A 25-item bibliography is included. (MSE)

ED 335 926   FL 019 416

Drechsel, Joanne
Peer Groups and the Language of Negotiation.
PUB DATE- 89
NOTE- 21p.; In Working Papers in Educational Linguistics, Volume 5, Number 2; see FL 019 412.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Conflict Resolution; Freshman Composition; *Group Dynamics; Higher Education; *Language Patterns; Language Research; Oral Language; *Peer Relationship; *Revision (Written Composition); *Writing Instruction; Writing Processes; Written Language

A study investigated the oral and written language used in college student groups working on draft revisions. Subjects were 19 freshmen in a composition class. Data were gathered in two speech situations: (1) students and instructor engaged in revision; and (2) a three-student peer group revision session with no teacher present. The use of embedded imperatives (modal verbs), hedged language forms, and interrogatives employed as directives to affect revisions were quantified, and the effectiveness of their use in promoting actual draft revisions was evaluated. Results indicate that when students participate in draft revision sessions and are given the opportunity to discuss each other s drafts, inside or outside the classroom, they typically use language rich in hedged forms. However, in the small group without the instructor, students produced many more directives and reported receiving more in-depth feedback from peers. Hedged forms were used much more in oral language, with written language more balanced in modals and hedges. Written comments illustrate that students expect that their suggestions will be implemented. The findings support the usefulness of group interaction during revision and suggest that the language of negotiation, natural to student discourse, could be used effectively by the teacher. (MSE)

ED 335 605 CG 023 598

O Byrne, Bill

A Knowledge and Experience Formula for Successful Employment & Career Counselling Part II.

PUB DATE- Jan 91
NOTE- 21p.; Paper presented at the Annual National Consulatation on Vocational Counseling (17th, Ottawa, Ontario, Canada, January 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; College Students; *Counselor Training; Foreign Countries; Higher Education; Models
IDENTIFIERS- *Canada

This paper presents the subject knowledge base and field experience practice of the only post-secondary program to train employment counselors in Canada at Fleming College (Ontario). It lists the range of studies pursued in the program in the fields of psychology, the humanities, business and the economy, and field practice. The first section explains the background of the Employment Counselling Study realization. The next section looks at fundamental skills of employment counseling, identifying as fundamental analytic skills, interpersonal skills, influencing skills, communication skills, and information management skills. All the courses in the program are listed according to which of the five fundamental skills are most prominent in the courses, and the academic curriculum by semester is outlined. The final section discusses the opportunity element in career decision making. The paper in general discusses a formula for successful career and employment counseling. Emphasis is given to some specific knowledge within economics and business which would enhance the client s awareness of opportunities. An annotated list of references, print media references, and brief descriptions of all the courses on the Employment Counsellor Program are included. (NB)

ED 335 624 CG 023 618

Keldorff, Soren
The Image of the Enemy--from an External, Military to an Internal, Civilian Enemy.
PUB DATE- May 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Cultural Differences; Foreign Countries; Higher Education; *Student Attitudes
IDENTIFIERS- *Denmark; *Enemies; Sweden

As a part of a cross-national project this study examined enemy images among 200 Danish college students, using an associative technique. Students were given 2 minutes to write down quickly all the words that occurred to them after hearing a specific stimulus expression "enemies of our country." One of the main results noted was the few students searched for "enemies" outside of the country. Instead, civil and domestic problems inside Denmark were brought into focus, such as "social and economic problems" and "we ourselves," pointing to a certain polarized everyday consciousness among the respondents. Negative associations to the Soviet Union and the United States were almost negligible, as were the associations given to avoiding war by military means. Such use of the enemy concept (for an internal and non-military use mainly) is possibly caused by the retreat of cold war rhetoric in the late 1980s, but could also be interpreted along with other studies showing no stereotypes of nationality (East or West) among ordinary people concerning questions of peace and war. Preliminary comparative data from the Soviet Union and Sweden indicated that the neutral Swedes had the most intact image of an external enemy and the Danes seemed to react more like the Soviets, with both groups looking for the enemy in their own countries. The technique of written associations appeared to be a useful instrument. (Author/ABL)

ED 335 646 CS 010 668

Rachal, Alice M.
Mastery Learning in the Steel Magnolia Town.
PUB DATE- May 91
NOTE- 21p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Education; High Risk Students; *Mathematics Instruction; Program Descriptions; Program Effectiveness; *Reading Instruction; *Remedial Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Natchitoches Parish School District LA

The Chapter 1 reading and math program in Natchitoches Parish, Louisiana, is designed to meet the needs of educationally disadvantaged kindergarten through eighth-grade students at 11 project sites. Each of the identified 1,972 participating students receives approximately 50 minutes of direct supplemental reading and/or math instruction 5 days per week during the school year. The most important factor in improving student achievement is the teamwork between the Chapter 1 program and the regular school program. An expanded coordination model is in place to facilitate efforts by the Chapter 1 teacher, Chapter 1 aide, and the regular classroom teacher in meeting the needs of eligible students. Various methods and techniques are used by the Chapter 1 teacher to provide supplementary activities congruent with those of the regular program. Chapter 1 continues to recognize the importance of parental involvement to its overall success in helping children. Newsletters, special notices, phone calls, media releases, conferences, meetings, and student progress reports are some of the ways parents are kept informed. The Natchitoches Parish Chapter 1 reading and math project has consistently yielded positive gains in academic performance. (Ten tables of data are included.) (RS)

ED 335 705 CS 213 011

Esch, Gwendolyn C.
Nurturing Second Graders Literacy and Language Development through Child-Centered versus Curriculum-Centered Experiences.
PUB DATE- 91
NOTE- 80p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Grade 2; *Language Acquisition; *Literacy; Primary Education; *Reading Attitudes; *Student Centered Curriculum; Whole Language Approach; *Writing Improvement
IDENTIFIERS- *Child Centered Education

A practicum was designed and implemented to foster 24 second graders literacy and language development via child-centered as opposed to curriculum-centered experiences. The primary goal was to improve students quality and quantity of writing by allowing extra time, much exposure to more and various non-basal literature, hands-on activities, and experiences geared to their interest level. The second aim was to improve their attitude toward reading by having them cooperatively and actively involved in a uniquely child-centered environment. Pre/post quality and quantity of writing tests and pre/post attitude surveys were administered. Journals, charts, and a log were kept. The number of library books, records, and tapes were increased and changed weekly. Students were assisted in project work, total and small group activities, and field trips. Conferences, mini-lessons, peer tutoring, mapping, brainstorming, and modeling occurred. Students wrote drafts, proofread, revised, and rewrote, while keeping their own writing portfolios and daily language arts sheets. The class newspaper, pen pals, and big book experiences proved rewarding. Total school and parent involvement added support. Results of the quality and quantity of writing tests showed a marked improvement and an increase. Reading attitude surveys revealed a positive dynamic increase. (Seven tables of data are included; 32 references and 2 appendixes--containing evaluation instruments and a letter to parents--are attached.) (Author/SR)

ED 335 837 EC 300 579

Hagen, John W.; And Others
Implementing and Evaluating a Program for College Students with Learning Disabilities.
PUB DATE- 1 Mar 91
NOTE- 11p.; Paper presented at the Annual Conference of the Learning Disabilities Association (28th, Chicago, IL, February 27-March 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Counselor Role; Educational Counseling; Higher Education; *Learning Disabilities; Learning Strategies; Program Effectiveness; *Program Evaluation; *Program Implementation; Student Personnel Services; Study Skills; Testing; Time Management; Tutorial Programs
IDENTIFIERS- *University of Michigan

The learning disabilities support program at the University of Michigan was evaluated in a multiple case study with 11 students with learning disabilities (10 males and 1 female and aged 19 to 24 years). The program includes a structured format that focuses on individual needs within specific courses. It employs scaffolding and training of learning skills and cognitive strategies to build a student s academic expertise. Each student is assigned a learning specialist with whom he meets twice a week for predicting problem areas, resolving time management conflicts, taking action, and providing feedback. Action steps are of four basic types: academic scheduling, development of learning skills, tutoring, and testing (arrangement of special accommodations). Evaluation indicates that the program has enabled the students to succeed academically. Further, four components: university policy; self awareness; time management; and accommodation (in the areas of learning skills, content, and testing), are identified as the key factors contributing to program success. Four references. (DB)

ED 335 448 CE 058 427

Smylie, Patrick E.; Jacobs, Ronald L.

Planning Self-Managed Work Groups. Features of Self-Managed Work Groups. Results of Using Self-Managed Work Groups. Issues and Implications in Using Self-Managed Work Groups. Status of Ohio Manufacturing Companies.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Jul 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Business Administration; Employee Responsibility; *Employer Employee Relationship; *Employment Practices; Human Factors Engineering; Industrial Personnel; *Job Enrichment; Labor Conditions; *Manufacturing; Manufacturing Industry; Organizational Development; *Quality of Working Life; *Self Directed Groups; Work Environment
IDENTIFIERS- *Ohio

A study was conducted to describe the present status of self-managed work groups in Ohio manufacturing companies. Data for the study were gathered through lengthy interviews and site visits with 45 manufacturing companies in the state, 24 employing 2,000-14,000 workers and 21 employing 300 to 1,900 workers. The results of the study are presented in four separate reports contained in this document. They address the following subjects: (1) planning to use self-managed work groups, which answers questions about the planning processes used, goals that have been identified, the role of pilot areas, and training programs that are provided; (2) features of such groups, including what company structures and what features are used, the roles of steering committees and group leaders, and what other organizational changes have occurred; (3) results of using self-managed work groups, outlining what job and processes changes occurred, the organizational impacts, the perceived value of the change, and what would be done differently; and issues and implications that emerged during the study, such as the appropriateness of self-managed work groups, use of a broader change process, changes in compensation schemes, employee development as a goal, and allocation of resources. A list of participating companies is attached. (KC)

ED 335 585 CG 023 578

Burdsal, Jeanne

The Relationship between Major Life Events and the Potential fo Child Abuse.

PUB DATE- 11 Apr 91
NOTE- 9p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (37th, New Orleans, LA, April 11-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; *Child Abuse; Death; Divorce; *Life Events; Marriage; *Parent Child Relationship; Parents; Poverty; Pregnancy; Socioeconomic Status; Stress Variables

High risk parenting and child abuse are the consequences of multiple and interactive factors. The occurrence of major life events such as death, divorce, marriage, and pregnancy frequently presents stressors that may ignite an already volatile family situation. This study was conducted to examine the incidence of reported major life events in families determined to be at-risk for abuse/neglect and the relationship of the life event scores to the Abuse Score and subscale scores on the Child Abuse Potential (CAP) Inventory and selected demographic variables. At-risk parents (N=24) completed the CAP Inventory and the Life Events Scale. The findings revealed that a substantial number of the subjects had experienced more than one serious life event, such as deaths of family members, jail sentences, serious illnesses, and divorces during the previous year. The overall Abuse Score as well as the Distress and Unhappiness subscales of the CAP Inventory had significant correlations with the Life Events Score (LES). The parent s educational level had a significant correlation with the LES. Findings were used by staff members at a Head Start parent education program to plan and augment the curriculum. (NB)

ED 335 666 CS 010 693

Evans, Deborah J.
Decreasing Overreliance on Basal Readers through Staff Development.
PUB DATE- 91
NOTE- 43p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Basal Reading; Class Activities; Grade 1; *Inservice Teacher Education; *Integrated Curriculum; Primary Education; Reading Tests; *Reading Writing Relationship; *Teacher Improvement; Teaching Methods; *Whole Language Approach

A practicum aimed to reduce overreliance on the basal reading program in grade 1 of the elementary school. It also endeavored to provide teachers with quality choices to enhance and enrich their reading/writing programs. Five workshops were designed to meet the specific needs of a public school district located on the northeastern seaboard which services 5,000 students. Goals of the practicum were to reduce the time spent on the tests accompanying the basal series, and to offer suggestions for successfully incorporating whole class reading activities and integrating the teaching of reading and writing. The practicum also sought to decrease the number of workbook and skillsheet pages used. Proven strategies were modeled for teachers during the workshops through video tapes and in demonstration lessons. In addition, the teachers were introduced to numerous professional journals, and were encouraged to join professional organizations. Results indicated that all of the teachers decreased the number of tests given and the corresponding amount of time spent on testing. Furthermore, time spent on specific skill instruction decreased while time spent on integrated, meaningful reading/writing activities increased. Results also indicated that teachers are willing to change when meaningful alternatives are modeled for them, and that time, patience, and a supportive environment are required for effective and longlasting change to occur. (Three tables of data are included; 31 references are attached.) (Author/PRA)

ED 335 726 CS 507 564

Listening and Speaking in the English Language Arts Curriculum K-12. 1989 Field Test Edition.

PUB DATE- 89
NOTE- 182p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Communication; Educational Objectives; Elementary Secondary Education; English Curriculum; *English Instruction; *Integrated Curriculum; *Language Arts; *Listening Skills; Outcomes of Education; *Speech Communication; State Curriculum Guides; Student Evaluation
IDENTIFIERS- *New York

One of three manuals developed to supplement the English Language Arts Syllabus K-12 for the State of New York, this draft manual discusses listening and speaking in the English language arts curriculum K-12. Designed to help teachers plan day-to-day instruction, the manual explains the rationale for listening and speaking instruction, defines expected learning outcomes, and suggests strategies for teaching listening and speaking from within a process perspective. The manual provides information on the components of an integrated English language arts curriculum, suggests general criteria for an effective curriculum, outlines the communication process and the roles of listeners and speakers in that process, explores the classroom as a communication environment, and discusses the integration of listening and speaking instruction with instruction in the other language arts and in the content areas. The manual further provides a chart of expectations for student listeners and speakers K-12, suggests methods of evaluating listening and speaking skills, and provides sample activities that show how identified listening and speaking objectives and focus skills can be integrated into the students total learning program. A bibliography contains eight briefly annotated items. Appendix A contains samples of listening and speaking evaluation instruments. Appendix B provides information regarding instruction of students with handicapping conditions. A questionnaire for field review of the manual is attached. (SR)

ED 335 749 EA 023 213

An Invitation to School Improvement in North Carolina: School Improvement and Accountability Act.

PUB DATE- 89
NOTE- 34p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Change Strategies; *Educational Change; *Educational Improvement; Educational Objectives; Elementary Secondary Education; *School Restructuring; *State Legislation; Student Educational Objectives; Student Improvement
IDENTIFIERS- *North Carolina

The impetus for North Carolina s Senate Bill 2, the 1989 Flexibility and Accountability Statute, came partly out of the philosophy that restructuring should reach up from the school and not down from the state. The statute offers local school systems the flexibility to develop local plans to improve student achievement through waivers of certain state regulations and funding restrictions, additional pay plan funding, and the establishment of local goals. Participation in the performance-based accountability provisions of the statute is optional but participating in the state s new accreditation program is mandatory. Local school unit plans should be created by school-based planning committees that may be effective in staff development, needs assessment, and action planning. The legislation also calls for an annual report card that assesses state and local student performance improvements. Comments about school improvement, guidelines for participation, questions and answers about the statute, and the text of the bill are provided. (EJS)

ED 335 771 EA 023 248

Sick, Paul; Shapiro, Joan Poliner
Utilizing Participatory Evaluation in a Public School Setting: An Assessment of Teacher Involvement in Decision Making.
PUB DATE- 91
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Evaluation Methods; *Evaluation Research; *Participative Decision Making; Participatory Research; *Public Schools; *Research Design; Research Methodology; Teacher Attitudes; Teacher Influence; *Teacher Participation; Teacher Response

Participatory evaluation is an assessment approach that involves the participants of a study from beginning to end. The evaluation strategy was implemented in a public school district to assess teacher involvement in decisionmaking, determine whether teachers desire more participation, and evaluate the assessment strategy itself. Data were collected through interviews with 12 teachers and 1 principal as well as through results from a survey instrument developed by the interviewees and distributed to their district s entire elementary teacher population. Results from the data analysis indicate that teachers participate in decisions involving curriculum/instruction and student personnel but do not desire more participation in the two areas. However, teachers do want more participation in decisions regarding staff personnel, supervision, budget/finance, and school facilities. Observations made while implementing the evaluation strategy indicate that the participants became actively immersed in the project, explorations of issues were facilitated due to the trusting relationship between participants, discussions of topics were easier because of the participants broad knowledge base, and representatives of the teacher population felt that the survey findings were accurate. Recommendations for implementing the participatory evaluation strategy include making certain that all participants are knowledgeable insiders. Three tables and a figure are included. (41 references) (EJS)

ED 335 794 EA 023 287

Prather, James E.; Carlson, Christina E.
Using Institutional Comparisons for Administrative Decision Support.
PUB DATE- May 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Competition; *Decision Making; Higher Education; *Institutional Research; *Politics of Education

The compilation of cross-institutional comparative information to support a college or university s goals is an effective yet politically dangerous venue of institutional research activity. Selecting a group of institutions for comparison can often be a major task involving external governing agencies, key institutional administrators, and faculty. Although selection of proper institutions and correct variables for comparison may appear inconsequential, issues of prestige, image, desirability, and competition come into play, as each constituency strives to maximize its political position. To resolve this dilemma, many groups of peer institutions have entered into various data exchange programs in which members share valuable information on costs, enrollment, facilities, student retention, budget, resource allocation, faculty workload, and faculty salaries. This paper is concerned with the translation of such raw data into usable information. Issues covered include selection of peer institutions, selection of variables for comparison (such as mission, funded research, graduate degrees awarded, degree level, academic orientation, and admissions procedures), methods of presentation, and tailoring for particular audiences. Since an inappropriate or unsuitable choice in any of these areas could negate the original comparison goals, the paper also explores potential pitfalls in the comparison process. (MLH)

ED 335 816 EC 300 558

O Brien, Patricia
Mainstreaming Secondary School Students with Visual Impairments. Studies in Education Series, No. 49.

PUB DATE- 89
NOTE- 156p.; The document contains reduced forms and tables in appendices.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Counseling; *Delivery Systems; Foreign Countries; *Itinerant Teachers; *Mainstreaming; Parent Attitudes; *Resource Centers; Secondary Education; Student Attitudes; Teacher Attitudes; *Visual Impairments; Voluntary Agencies
IDENTIFIERS- *New Zealand; Royal New Zealand Foundation for the Blind

Three studies are presented which explore the perceptions of New Zealand mainstreamed secondary students who are visually impaired and those of their parents and teachers. The three case studies examine services provided by the Royal New Zealand Foundation for the Blind via: (1) advisory/itinerant support within the Auckland metropolitan area; (2) an advisory service within the provinces of Auckland, Northland, Taranaki, Wanganui, Hawkes Bay, Gisborne, and Nelson; and (3) a Visual Resource Room attached to Manurewa High School (Auckland). The first three chapters discuss methods of supporting students with visual impairments, issues in mainstreaming, and objectives and scope of the study. The study sought to analyze: the availability and appropriateness of mainstream school placements and support services, back-up resources, materials, and equipment; the range and level of difficulty of subject offerings; appropriateness of teaching strategies, difficulties encountered, and support offered to subject teachers; academic and emotional support available for both students and parents; level of competence required by teachers; meeting the social development needs of students; service improvement; and the future. Appendixes contain copies of the interview forms used with students, parents, cooperating teachers, subject teachers, and visual resource staff. Other appendixes contain a rationale and proposal for a visual resource center. (Approximately 50 references.) (JDD)

ED 335 902　　　　FL 019 375

Crisp, Peter
Word Formation and the Limits of Analytic Equivalence.
PUB DATE- Aug 90
NOTE- 22p.; In: CUHK Papers in Linguistics, No. 2. p23-43, Aug 1990; see FL 019 373.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; *Morphology (Languages); *Phrase Structure; Semantics; *Structural Analysis (Linguistics)
IDENTIFIERS- *Word Formation

There is an obvious morphological relationship between complex words such as "man-eater and self-locking" and phrases such as "eats men and locks itself." The perception of derivation suggests semantic relatedness and provides evidence for the notion of analytic synonymy and by extension, analytic hyponymy. However, judgments of analytic synonymy are questionable, and may in some cases be based on no more than intuition. Judgments of analyticity applied to very restricted classes of items can also be motivated by semantic theory, which are fallible. Analytical equivalences rooted in perceived relations of lexical derivation are common, but this relationship does not guarantee synonymy or hyponymy. While the circumscription of classes of analytic truth has a role to play in semantic theory, the idea that the notion of analyticity provides a foundation for such a theory is untenable. (MSE)

ED 335 565 CG 023 558

Eichenfield, Gregg A.; Audas, Millie

Crisis Management/Death and Dying: Coping with Terminal Illness in the International Student Community.

PUB DATE- Mar 91

NOTE- 12p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Counselor Role; Crisis Intervention; *Death; *Foreign Students; Grief; Higher Education; Mental Health Programs; Psychiatric Services; Student Personnel Services; *Terminal Illness

IDENTIFIERS- *Dying

The success of crisis intervention work with international students is highly dependent not only on the skill of the professional staff involved, but also the availability and use of other student services that may be provided to the International Student Services (ISS) Office. There are many cultural issues that must be considered when counseling international students beyond the basic trust, empathy, active listening skills and sensitivity that should be present in all cross-cultural, interpersonal interactions. Ongoing, supportive relationships must be established between ISS and mental health services (MHS). A positive, helpful relationship can be abused by ISS if every or too many students are referred to MHS. Instead, it is best to evaluate the problem to determine whether a referral is appropriate, find those staff who are most supportive and use them as primary interveners. Concerns of the terminally ill international students include personal and emotional preparation for death, adequacy of medical care, and providing physical and emotional comfort. Many cultural issues may arise when counseling the terminally ill student or the friends and family after death. These include religion and religious beliefs, concepts and assumptions about death and terminal illness, financial issues and insurance, and reluctance to seek psychological assistance. (Guidelines for responding to the death of an international student, or the death of an international student s loved one are provided.) (LLL)

ED 335 686 CS 212 974

Kelly, Kathleen Ann

"Languages and Not Language": The Writer, the Text, and the Quotation.

PUB DATE- Mar 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citations (References); Higher Education; Language Role; *Rhetoric; *Student Attitudes; *Textbooks; *Writing Instruction
IDENTIFIERS- Bakhtin (Mikhail); Dialogics; *Paraphrase; *Quotations

When a writer quotes from or paraphrases someone else s text he or she is performing--consciously or unconsciously--a political act, situating him/herself somewhere between personal authority and other, sometimes alien authorities. Rather than being encouraged to examine their attitude toward the use of sources, students are too often taught that using quotations is a mechanical exercise. The result is that students papers often make halfhearted and submissive gestures toward a secondary source, using quotations in a way that enshrines the words of a "great writer." Most rhetorical handbooks, unfortunately, merely describe and give examples of the conventional ways to use quotations or paraphrases. They do not illustrate a process of using quotations and paraphrases, allowing students to see how to get there from here. They fail to acknowledge that the act of paraphrasing is an act of interpretation. This effectively situates student writers as outsiders, alienating them from the source material they attempt to use and from their own texts. By inviting students to recognize the varied and sometimes contradictory voices that make up academic and other forms of discourse, teachers can empower them to reach for, as M. M. Bakhtin says, "languages and not language." Designing writing assignments that invite students to enter into a critical, dialogically informed encounter with assigned readings, can help them to gain a better sense of how they and other writers create meaning in their texts. (PRA)

ED 335 858 EC 300 600

Baine, David
Testing and Teaching Handicapped Children and Youth in Developing Countries. Guides for Special Education No. 3.
PUB DATE- 86
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; *Developing Nations; *Disabilities; Educational Practices; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Student Evaluation; *Teaching Methods; *Testing

This guide describes practical methods for testing and teaching handicapped children and youth, in either segregated or integrated classrooms, with the focus on developing countries. The first chapter discusses: features of a suitable curriculum; use of a task importance rating scale; and curriculum content, including home environment tasks, community environment tasks, vocational tasks, and tasks common to all environments. A chapter on testing addresses criterion-referenced tests and norm-referenced tests, examines methods of adopting existing tests and curricula, and gives examples of some tests and curricula. The final chapter describes methods of instruction, such as sequential group instruction, concurrent group instruction, and individual instruction, and discusses the use of prompts, modelling, task analysis, shaping, rewards, and practice. (JDD)

ED 335 880 FL 019 333

Levinsohn, Stephen H.
The Definite Article with Proper Names for Referring to People in the Greek of Acts.
PUB DATE- 91
NOTE- 13p.; In: Work Papers of the Summer Institute of Linguistics, University of North Dakota Session, Volume 35, p91-102, 1991; see FL 019 329.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biblical Literature; *Determiners (Languages); *Greek; Language Patterns; Language Research; Linguistic Theory; Onomastics; Uncommonly Taught Languages
IDENTIFIERS- *Names

A study examined the presence or absence of the article with proper names for people in the Bible s book of Acts, using four categories of description, including: (1) the unmarked patterns involving the first mention of a participant and further references to the participant in the same incident; (2) the reintroduction of participants after an absence; (3) further references to a participant in the same incident that are anarthrous as contrasted with arthrous; and (4) the use of the article with names in reported speeches. It is proposed that, in different contexts, the four situations illustrate the principle that anarthrous references to particular, known participants either mark the participant as locally salient or highlight the speech that he or she utters. A list of twelve references is included. (MSE)

ED 335 468 CE 058 579

Aguilar, M.; And Others
Management of a Major Downsizing at a Naval Shipyard. Research Report No. 52.
PUB DATE- Jun 91
NOTE- 40p.; Paper presented at the Human Resource Planning Society Research Symposium (Newport, RI, June 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Computer Oriented Programs; *Decision Making; *Employment Practices; Flow Charts; Human Resources; Labor Market; Labor Turnover; Models; Outplacement Services (Employment); *Personnel Management; *Planning; *Reduction in Force; Unemployment
IDENTIFIERS- California; *Navy

Between 1987 and 1990, the work force of the Mare Island Naval Shipyard (Vallejo, California) was reduced from 10,000 to 7,200 employees. The management strategy for moving through this period included the following: (1) using a flexible work force; (2) using Computer-Assisted Manpower Analyses System (CAMAS) flow models to ensure that management had considered long-term impacts of accelerating attrition; (3) using apprentice programs as a training pipeline; (4) implementing a comprehensive outplacement program; and (5) maintaining a computerized skills bank of data on exiting employees. A strong communication program was initiated from the outset to show concern and ease tension. Outplacement staff conducted career workshops and job fairs. One successful strategy in the downsizing was a variety of efforts to accelerate attrition. The decision support system was used throughout the downsizing to develop the strategic and tactical plans and to monitor and control the stream of decisions as the work force changes unfolded. The 1990 downsizing plan and results were analyzed to identify efforts that worked well and problems encountered, such as lack of time, misassignments, and poor communication. Improvements for a 1991 reduction in force (RIF) were planned. A recovery and revitalization program was designed to minimize impacts after the RIF and maintain and increase productivity.

(Appendixes include 12 references and an analysis of Microcomputer CAMAS modeling application and implementation issues.) (YLB)

ED 335 487 CE 058 624

Dusewicz, Russell A.; And Others

How To Evaluate Adult Education.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Adult Education.

PUB DATE- 87

NOTE- 71p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Adult Education; *Data Collection; *Evaluation Methods; Formative Evaluation; Measurement Techniques; Needs Assessment; Program Development; Program Effectiveness; *Program Evaluation; *Statistical Analysis; Summative Evaluation

This guide is designed to help educators plan and carry out evaluations of adult education programs. Following an introduction, Section 2 discusses how the evaluation process fits into the concept and normal cycle of program development. Section 3 describes the stages of the evaluation process, including needs assessment, program planning, process evaluation, and outcome evaluation. Section 4 provides examples of different designs that can be used in adult basic education--case designs, time series designs, and comparison group designs. Section 5 discusses these methods of data collection: questionnaires; interviews; observations; and tests. Section 6 describes statistical procedures for analyzing evaluation data, including descriptive statistics, tests of difference, and tests of relationships. Section 7 illustrates the preparation of the program evaluation outline, a device to help program staff sketch out the essential elements (objectives, measurement techniques, time schedule, evidence of accomplishment) of the evaluation plan. Section 8 outlines the different factors that objectively determine the effectiveness of a program. Section 9 describes various reporting and dissemination techniques for evaluation results. A list of 26 references is appended. (YLB)

ED 335 506 CE 058 672

Holland, Julia

Maximising Occupancy. Accommodation Management Module. Operational Management Programme.

PUB DATE- 91
NOTE- 103p.; For related modules, see CE 058 670-680.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives; Continuing Education; Dining Facilities; *Entrepreneurship; Foreign Countries; Goal Orientation; Hospitality Occupations; *Hotels; Independent Study; Learning Activities; Learning Modules; Leisure Time; Management Development; *Managerial Occupations; Postsecondary Education; Recreation; Recreational Activities; Recreational Facilities; Satisfaction; Supervision; Vacations
IDENTIFIERS- England; *Occupancy in Accommodations

This module on maximizing occupancy is intended to cover the basic framework for analysis of occupancy in accommodations and for identification of ways to improve it on both a long-term and day-to-day basis. The material is presented in a self-instructional format in seven sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. The seven sections cover these topics: (1) occupancy trends and objectives; (2) keeping customers satisfied; (3) reaching new customers; (4) pricing strategies; (5) overbooking; (6) setting up a reservations control system; and (7) other reception control systems. (YLB)

ED 335 527 CE 058 762

Creating a Learning Culture. Work and Literacy in the Nineties. Based on the Report, "Workforce Literacy: An Economic Challenge for Canada," by the Hudson Institute.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Literacy; Computer Literacy; Economic Development; Foreign Countries; *Futures (of Society); *Human Capital; Illiteracy; Job Skills; Labor Force; *Labor Force Development; Labor Supply; *Lifelong Learning; Literacy Education; Productivity; *Technological Advancement
IDENTIFIERS- *Canada; Workplace Literacy

Technological change and other innovations affect the way Canadians work. These changes demand increasingly higher levels of literacy for today and for the future. Basic skills are not enough. A low level of schooling is associated with higher unemployment. People who invest in their own higher education are likely to reap the reward of higher income. Although school credentials are important, the most important skill for workers is "learning to learn." Companies must start to train, not merely buy, skilled labor. In the nineties, more service and manufacturing skills that require continuous training in new technologies mean that a good education will be the minimum requirement for new workers to get rewarding jobs. New technologies will be created over the next 10 years, and current technologies will be improved. Other trends are as follows: computer literacy will become a key part of workplace literacy; robots will be able to do more; communication technology will play a growing role in daily life; and advances in energy production could change the way people work. Industries are using technology and other innovations to compete for new markets worldwide. Countries with the best educated and best trained work forces will prosper in a world more reliant on brains than muscle. Canada s labor force will have a new look with more women and older workers. Employers will have to invest in workers, and Canadians must create a learning culture. (Author/YLB)

ED 335 546 CE 058 801

School Drop-Out Intervention for At Risk Youth. Final Report.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Aug 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance Patterns; Career Education; *Dropout Prevention; *Dropout Programs; *High Risk Students; High Schools; *Intervention; *Potential Dropouts; Program Effectiveness; Program Implementation; Remedial Programs
IDENTIFIERS- London City Schools OH; Springfield City Schools OH

A project identified as potential dropouts 53 Springfield (Ohio) South High School freshmen and 24 London (Ohio) High School juniors and seniors who demonstrated irregular attendance patterns and poor grade achievement. The 53 freshmen and 15 London High School students were enrolled in a career club, an intervention program to address their dysfunctional patterns by focusing on the development of success patterns. Parents were approached by letter or personal contact to involve them in the project. The Career Coach provided 30 businesses with a brochure detailing Career Club activities and the pre-employment work maturity competencies the youths would attain. Effectiveness of program interventions was assessed through grades and attendance rates. The coordinator and instructor conducted small group sessions to help students express and examine feelings concerning school, provide feedback, and develop decision-making skills. One-on-one sessions provided time for students to discuss critical and personal problems. Testing and remediation was successful as evidenced by marked test score improvement in reading and math. The instructor met with all parents and reinforced visits with telephone contacts. Improvement was seen in school attendance and grade achievement of 20 South High freshmen. Findings indicated that life patterns of freshmen were very difficult to change. (YLB)

ED 335 625 CG 023 619

Ediger, Marlow
Functions of the School Counselor.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counseling Techniques; *Counselor Role; Counselor Training; Elementary Secondary Education; *School Counseling; *School Counselors

Increased functions of counselors has truly professionalized their roles in the school setting. The counselor needs to be highly trained and educated for the position. Continuous inservice education is necessary. Additional course work toward an advanced degree at a properly accredited university is a must. Engaging in research endeavors and consuming results from carefully designed experimental and descriptive surveys aid in updating the work of counselors. Reading professional literature applicable to the profession increases skills of school counselors. Attending professional meetings and conventions brings the latest in techniques, procedures, and approaches to counselors. Numerous means are available for counselors to stay current and abreast of developments in the profession. Counselors need to be flexible and open to new professional ideas within their profession. School counselors need to be competent in: (1) career education and curriculum; (2) effective communication skills; (3) group counseling procedures; (4) learners becoming increasingly capable of understanding the self; (5) evaluation procedures to determine quality in the counseling program; (6) assistance given to actual and potential dropouts; (7) aid provided to students failing in school; (8) post-high school information provided to students; and (9) help given to high school dropouts who can work in the direction of completing General Educational Development (GED) requirements. (ABL)

ED 335 838 EC 300 580

Marfo, Kofi
Maternal Directiveness in Interactions with Developmentally Delayed Children: A Correlational Analysis.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 91
NOTE- 32p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Coding; Competence; *Developmental Disabilities; Evaluation Methods; *Interaction Process Analysis; *Mothers; *Parent Child Relationship; Play; Young Children
IDENTIFIERS- Intrusiveness; *Maternal Directiveness

Interactions between 25 mothers and their developmentally delayed children (ages 2-5) during 15 minutes of semi-structured free play were coded independently with a global rating scale and a behavior count coding scheme. Correlational analyses were performed around three central themes: (1) the nature of the relationship between maternal directiveness and other maternal behaviors that are traditionally considered to be facilitative of child development, e.g., sensitivity, responsiveness, and warmth; (2) the relationship between directiveness and intrusiveness; and (3) the relationship of directiveness to child developmental competence and on-line child behavior. Results showed that while directive mothers tended to deny their children response opportunities, directiveness did not necessarily preclude or suppress sensitivity, responsiveness, and warmth. No consistent pattern of relationships was found between directiveness and intrusiveness. Across the two coding schemes, maternal directiveness varied significantly as a function of children s level of cognitive competence and behavioral engagement. These findings are discussed in relation to existing conceptions of maternal directiveness and its potential role in handicapped children s development. Includes 37 references. (Author/DB)

ED 335 903 FL 019 376

Yip, Virginia

Interlanguage Ergative Constructions and Learnability.

PUB DATE- Aug 90
NOTE- 25p.; In: CUHK Papers in Linguistics, No. 2. p45-68, Aug 1990; see FL 019 373.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; *English (Second Language); *Error Patterns; Foreign Countries; *Interlanguage; Language Patterns; Language Research; Linguistic Theory; Second Language Learning; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Ergativity; Learnability Theory; *Passive Voice

A certain group of English verbs, the ergatives, is consistently mis-passivized in Chinese-speakers interlanguage. Comparison of the ergative construction in Chinese and English shows that they share similar properties. However, this does not seem to facilitate learning of the target English construction. Furthermore, the passive ergatives are not attributable to exemplification in either the native or the second language, but this distinct type of interlanguage has its own peculiar character. Overgeneration of passivized ergative constructions poses a learnability problem: with no available negative evidence, the tendency to overpassivize can not be reduced. Two learnability theories, the subset principle and the uniqueness principle, offer insight and a partial solution: for a subclass of ergative verbs, the passive can be pre-empted by the ergative construction. However, for more recalcitrant cases, there is no such basis for exemption, hence their susceptibility to fossilization. A 22-item bibliography is included. (Author/MSE)

ED 335 927 FL 019 417

Newman, Jeanne J.

"In Chinese Way, .../ko i:uwn/": An Analysis of the Interlanguage of Yihwen Kuo.

PUB DATE- 89

NOTE- 12p.; In Working Papers in Educational Linguistics, Volume 5, Number 2; see FL 019 412.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Chinese; *English (Second Language); Form Classes (Languages); *Interlanguage; *Language Patterns; *Language Styles; Linguistic Theory; *Native Speakers; Second Language Learning; Sociolinguistics; Standard Spoken Usage

A study investigated the use of the interlanguage of a native speaker of Chinese using English. The subject was an art school instructor, and data were drawn from three recordings of language used in his role as teacher. It was found that despite different situations, the nature of the task determined the kind of language-learner language used. The analysis suggests that the subject possesses an English idiolect, his interlanguage, that is a full and complete system with rules and language elements adequate for his present English language needs. The subject s interlanguage shows situational variation demonstrating language variety according to context, a sociolinguistic phenomenon. One aspect of the subject s phonology showing perceptible variation (/l/ to /r/) is examined briefly, and items representing nonstandard usages in a variety of form classes (articles; prepositions; conjugated, two-part, and infinitive verbs; common and proper nouns; pronouns; adjectives; adverbs; modals; and separately, the use of "do") are summarized. A 17-item bibliography is included. (MSE)

ED 335 586 CG 023 579

England, Eileen M.; Manko, Wendy

College Student Evaluations of Stereotypic Female Subcategory Members.

PUB DATE- Apr 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Females; Higher Education; *Role Perception; *Sex Role; *Sex Stereotypes; *Student Attitudes

The traditional female stereotype described norms for women in that the characteristics were deemed to be "appropriate" for all women. Recent research described three role-based subcategories of women (housewife, professional woman, sex object) which are based on the female homemaking, work, or romantic roles respectively. The subcategories suggest the traditional stereotype may not be normative, and instead, norms may be related to women s chosen roles. Two studies were conducted to investigate college student evaluative judgments about subcategory members and to examine normative requirements for women. In Experiment 1, college students (N=76) made judgments about 16 brief situations in which subcategory members acted either well or poorly in four role characteristics: maternal sensitivities, interpersonal tendencies, financial provider responsibilities, and instrumental tendencies. Results indicated that the most salient comparison was between good and bad behavior. Experiment 2 used the same materials and design as Experiment 1 except subjects (N=76) made judgments about subcategory members behaving poorly only. Results supported the traditional stereotype. Normative social pressure appears to be related to the maternal role. Sanctions were primarily issued against all women when they violated the maternal role and against the sex object as she participated in all roles. (NB)

ED 335 606 CG 023 599

Gerber, Gwendolyn L.

Gender Stereotypes and Power: Perceptions of the Roles in Violent Marriages.

PUB DATE- Apr 91

NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991). Includes handout from conference presentation.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Battered Women; College Students; *Family Violence; Higher Education; Marriage; Personality Traits; *Power Structure; *Role Perception; Sex Differences; *Sex Stereotypes; Spouses

This study examined the hypothesis that the reason people believe the two sexes have different personality traits is because they enact roles that vary in power. Men usually enact a dominant role, expressing personality traits of self-assertion or agency, while women usually enact a subordinate role, expressing the personality traits of accommodation or communion. An earlier study had college students read a description of a married couple in which either the husband or the wife was described as the leader. As predicted, whichever spouse was described as the leader was perceived by the students as being highly self-assertive while the other spouse was seen as being highly accommodating. The next study tested the hypothesis that power-related roles in marriage lead to gender stereotyping by examining whether the roles in violent marriages could also explain gender stereotyping. College students read a description of a married couple and then rated both husband and wife on gender-stereotyped personality traits. In one condition, the husband was described as violent toward his wife; in the other, the roles were reversed. The results revealed that when the husband was described as violent, both he and the wife were perceived in a traditionally stereotyped way. When the conventional power relationship was reversed, the gender stereotypes were also reversed. (NB)

ED 335 647 CS 010 669

Robbins, Edward L.; Thompson, Linda
A Study of the Indianapolis-Marion County Public Library s Summer Reading Program for Children (1990).
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Apr 91
NOTE- 85p.; For a 1989 report, see Ed 316 845.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Education; *Library Extension; Low Achievement; Parent Participation; Program Effectiveness; Reading Achievement; *Reading Programs; *Recreational Reading; *Summer Programs; Surveys
IDENTIFIERS- *Indianapolis Marion County Public Library IN; Reading Motivation

The Indianapolis-Marion County Public Library s summer reading program aims to help children develop a love of reading by giving them full control over what and how much to read. A study examined the effects of the 1990 program, with special attention to low-achieving students. A quantitative analysis was undertaken of 164 first- through sixth-grade students pre- and post-test reading achievement in the reading program (together with 16 students who served as a control group) chosen randomly from the 4,000 students served by 9 branch libraries in the inner-city area of Indianapolis, Indiana. The descriptive portion of the study involved surveys and interviews of the 164 students, their parents, and the librarians from the 9 branch libraries. Seven low-achieving students involved in the quantitative portion of the study were selected as subjects for case study. Results indicated that: (1) students maintained their reading achievement levels over the summer, whether or not they were involved in the reading program; (2) the reading program attracted mainly average and above-average readers; (3) the incentives offered were effective but not necessarily linked to the amount of reading completed by the children; (4) participants enjoyed positive experiences with the public library; and (5) a notable proportion of participants reported visiting the library with parents or other family members and/or engaging in reading activities with family members outside the library. (Nine tables of data are included; participant and control group survey forms and results, parent telephone survey form and results, individual case study stories, and 41 references are attached.) (RS)

ED 335 667 CS 010 694

Wyatt, Patricia B.
Improving Reading Comprehension in Grade 3 Using Whole Language Activities and the Computer.
PUB DATE- 91
NOTE- 53p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Discussion (Teaching Technique); Grade 3; Language Arts; *Microcomputers; Primary Education; *Reading Comprehension; *Reading Instruction; Student Evaluation; *Thinking Skills; *Whole Language Approach; *Word Processing
IDENTIFIERS- *Junior Great Books Program

A practicum was designed to improve reading comprehension in 50 third-graders over an 8-month period. The practicum s peripheral goal was to improve the efficient use of the microcomputer as a tool to supplement reading comprehension. The program included computer lab experiences to teach keyboarding skills, language arts software use, and the use of a word processing program in combination with the Junior Great Books to promote discussion and interpretive evaluation skills along with other whole language activities. Pre- and post-tests of reading comprehension were administered to the students. In addition, their reading scores on the Comprehensive Testing Program taken during the practicum were compared to their scores in the previous year, and were also compared to the preceding third grade s second and third grade reading test scores. Results indicated that the general objective of the practicum to improve reading comprehension in grade 3 was successfully met. Analysis of the data revealed that the participants met the behavioral expectations. (One table of data is included; 68 references and 6 appendixes--Reading/Language Arts Notes, Reading Log Form, Writer s Great Books Letter to Parents, Students Reading Goal Form, Reading Levels Report Form, and Word Processing Examples--are attached.) (Author/PRA)

ED 335 706 CS 213 012

Weisberg, Lillian
Beyond Drill and Practice: Process Writing in a One Computer Second Grade Classroom through a Variety of Writing Activities.
PUB DATE- 91
NOTE- 69p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Computer Assisted Instruction; *Cooperative Learning; Grade 2; *Language Arts; Primary Education; *Word Processing; Writing Exercises; *Writing Improvement; Writing Instruction
IDENTIFIERS- *Process Approach (Writing)

This practicum was aimed at increasing children s abilities to use the computer through word processing activities. Most of the activities involved children working in cooperative groups. Another objective of the practicum was to incorporate the computer into the language arts area. A third objective was to effectively use a single computer beyond drill and practice with an entire class of 24 second-graders. Activities involved writing narratives and friendly letters on an individual basis. Other activities included writing global reports as well as creative stories in groups of two or three students. The children evaluated each of the activities and gave constructive feedback as to how to expand or improve upon them. Children received training in booting up, saving, retrieving, and printing files. Outcomes of the practicum were very positive in that each of the 24 children became proficient at word processing and working with files. The activities were successfully completed by all of the children and word processing projects were planned for the remainder of the year. The practicum demonstrated that a computer can successfully be incorporated to generate language arts activities in a one-computer class. (Six tables of data are included; 26 references and 6 appendixes--containing instruments, a questionnaire, and

a student reaction form--are attached.) (Author/SR)

ED 335 750 EA 023 214

Henkel, Jane R.

Recent Court Cases Examining the Constitutionality of Other States Laws Regulating Home Schools. Wisconsin Legislative Council Staff Information Memorandum 90-23.

PUB DATE- 21 Nov 90
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Civil Liberties; *Constitutional Law; *Court Litigation; Elementary Secondary Education; Equal Protection; Home Programs; *Home Schooling; Nontraditional Education; Private Education; State Church Separation; *State Courts; *State Legislation

To provide information about legal decisions on home-based private education programs, court cases decided since 1980 and the courts analyses of constitutional issues raised during litigation are summarized. The memorandum discusses cases that involved challenges to the constitutionality of state home schooling regulations and are based on: (1) the free exercise of religion and right to direct a child s education; (2) the right to equal protection of the law for home schooling and private schools under the 14th Amendment; (3) the right to an impartial decision maker in deciding home-schooling program validity; (4) the prohibition against the establishment of religion under the First Amendment; (5) the privilege against self-incrimination under the Fifth Amendment; (6) the prohibition against unreasonable searches imposed by state regulations; and (7) due process rights related to vagueness of language and improper delegation of authority in the regulations. Four appendices provide more detailed information about individual cases and then summarize them to discuss their constitutionality in terms of home-schooling program approval, instructor qualifications, standardized testing, on-site inspections, and decisionmakers. (EJS)

ED 335 772 EA 023 249

Robertson, Peter J.; Buffett, Thomas M.
The Move To Decentralize: Predictors of Early Success.
PUB DATE- Apr 91
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; *Institutional Autonomy; *Institutional Characteristics; *Predictor Variables; *School Based Management; School Demography; School Restructuring
IDENTIFIERS- *Los Angeles Unified School District CA

Findings from a study that examined the school-level factors related to the success of early efforts to restructure schools through school-based management are presented in this paper. Specifically, the study examined the antecedent factors expected to affect the probability of a school moving forward toward more extensive decentralization. An assumption of the study was that variables associated with greater student achievement also characterize schools with greater decentralization initiative. Methodology involved analysis of school district documents and reports of 130 schools in the Los Angeles Unified School District--65 schools engaged in decentralization and 65 not involved. Findings indicate that schools exhibiting some degree of decentralization were smaller and had greater ethnic and linguistic student and faculty diversity. The finding that schools did not differ significantly on the dimensions of socioeconomic status or fiscal discretion suggests that variables exert influence at different stages of decentralization. Two tables are provided. (21 references) (LMI)

ED 335 881 FL 019 334

Parker, Steve
On the Syllabification of /tl/ Clusters in Spanish.
PUB DATE- 91
NOTE- 16p.; In: Work Papers of the Summer Institute of Linguistics, University of North Dakota Session, Volume 35, p103-117, 1991; see FL 019 329.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consonants; *Dialects; Foreign Countries; Games; *Language Patterns; Language Research; Linguistic Theory; Measures (Individuals); Native Speakers; *Spanish; *Syllables
IDENTIFIERS- *Consonant Clusters; Peru; *Spanish (Peruvian)

A study investigated the correct syllabification of intervocalic /tl/ consonant clusters in Spanish dialects that lack word-initial /tl/, using data from Peruvian Spanish. The study attempted to discover native speaker preference through the playing of a popular game involving, in part, dividing a word into syllables. Words containing the /tl/ cluster were included in the game s word lists. Subjects were 145 native speakers, 85 males and 60 females aged 13-53, from 25 different locations in Peru. Test results strongly indicate that intervocalic /tl/ clusters pattern as tautosyllabic onsets. Potential limitations to the study are seen in the game-like situation and the possibility that previously-learned behavior for the playing of the game might interfere with results. However, a large proportion of the subjects had not heard of the game before. A summary of test statistics is appended, and a 24-item bibliography is included. (MSE)

ED 335 449 CE 058 435

Career Development: An Occupational Education Perspective. A Compilation of Information Relating to Career Development.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Aptitude Tests; *Career Awareness; Career Counseling; *Career Development; Career Education; *Career Exploration; Career Guidance; Elementary Secondary Education; Nontraditional Occupations; Occupational Information
IDENTIFIERS- New York

This publication reprints articles that have previously appeared on the topic of career development, a major feature in "The Benchmark," since January 1988. ("The Benchmark" is a bimonthly report of occupational education in New York State.) These articles are categorized into two major areas: policy and planning and career information and experience. Within this framework are other reprinted articles that may be relevant and those that might help to develop a more integrated approach to academics and occupational needs. Information on ordering the material or a source for further information appears at the end of each article. Another section reprints references and resources that have previously appeared under headings such as career exploration, career awareness, and career investigation. A section lists Educational Resources Information Center (ERIC) resources that may be found in related areas and a number of state and national sources with addresses. (YLB)

ED 335 727 CS 507 565

Bjorklun, Douglas; And Others
Communication Studies: Undergraduate Programs.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; Communication Research; Core Curriculum; Educational Research; Higher Education; School Surveys; Speech Communication; *Speech Curriculum; *Speech Instruction
IDENTIFIERS- *Speech Communication Education; United States (Central)

A study aimed to provide information about the current communication curriculum offered through undergraduate programs. A systematic search of the undergraduate catalogs of 565 institutions was conducted viewing Speech Communication Programs available in the Central States region. Results indicated that all but five institutions offered at least one communication course, and that the most popular course was public speaking. The popularity of other courses ranged from interpersonal communication at 68% of the schools to research methods courses at 11%. Findings demonstrated that some type of basic communication course (usually the public speaking course) was required of all students, rather than just majors, in 71% of the institutions. Other required courses fell under the interpersonal or survey categories. Results suggest that although there is no "typical" communication program in the Central States region, communication is viewed as a vital segment of college academic programs. (Three tables are included; a copy of the survey instrument is attached.) (PRA)

ED 335 795 EA 023 288

Martin, Pamela
Working To Learn/Learning To Work: Secondary Education s Dilemma. Report No. 8.
PUB DATE- Dec 90
NOTE- 70p.; Portions of the report may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Attendance; *Child Labor; *Education Work Relationship; Federal State Relationship; *Labor Legislation; Secondary Education; State Legislation; *Student Employment; *Working Hours
IDENTIFIERS- *Hawaii

Recognizing that unrestricted working conditions for 16- and 17-year-olds may disturb their ability to succeed academically, the Hawaii Legislative Reference Bureau conducted a study to explore the effects of minors employment on the education they received and to determine if changing the state s child labor law would serve minors educational needs and the state s interests. Data were collected by administering surveys to principals, guidance counselors, teachers, local businesses, and the students themselves. Additionally, local officials provided information through interviews and sharing of departmental files. Following a brief introduction, the second chapter discusses current state and federal child labor laws, focusing on overlapping jurisdictions. The third chapter treats the teenage employment problem in Hawaii and offers some comparison with other national studies. Chapter 4 compares working student and nonworking student statistics, revealing the effects on students as their hours worked per week increases. Chapter 5 discusses whether the data support enacting a curfew, along with other possible solutions. Finally, chapter 6 discusses findings and recommendations, including a 9:30 curfew for 16- and 17-year-olds working on school nights and a restriction of hours worked per week to 28. Appendices include Senate Concurrent Resolution #174, a sample application for minor s certificate of employment, and surveys of high school principals and guidance counselors, teachers, and employers of high school students. (MLH)

ED 335 817 EC 300 559

Another Chance: The Comprehensive Learning Program for Adults with Learning Disabilities.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 109p.; Prepared by the School Consultation Center.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adults; Basic Skills; College Programs; Counseling; Demonstration Programs; Intervention; *Learning Disabilities; *Literacy Education; Needs Assessment; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; *School Community Relationship; *Tutorial Programs; Underemployment; Unemployment; *Vocational Education
IDENTIFIERS- Fordham University NY

This report provides an account of the Comprehensive Learning Program, an experimental program in literacy provided to adults by Fordham University s School Consultation Center (New York). The program targeted learning-disabled adults whose lack of literacy skills resulted in unemployment or significant underemployment. The program s design incorporated the following elements: (1) comprehensive planning for a broad range of problems; (2) specific delineation of intervention goals and priorities for both clients and staff members; (3) broad-based assessment of clients strengths and needs; (4) vocational and other adult life-related content; (5) emotional support to sustain clients through program completion; and (6) use of skilled volunteer tutors. The report describes the program s research background, operation, screening, diagnosis, client characteristics, tutor training procedures, educational intervention, vocational counseling, and emotional support. The program was evaluated by analyzing retest results and qualitative findings in three intervention areas: educational achievement, vocational maturity, and emotional adjustment. Appendixes provide materials used in program administration. (Includes 35 references and a list of 11 tests and teaching materials.) (JDD)

ED 335 859 EC 300 601

Education of Deaf Children and Young People. Guides for Special Education No. 4.

PUB DATE- 87
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiology; *Communication Skills; *Deafness; Early Intervention; Elementary Secondary Education; Foreign Countries; Global Approach; Hearing Therapy; Language Acquisition; Lipreading; Preschool Education; *Sign Language; Speech Communication; Speech Therapy; Student Needs; *Teaching Methods; Total Communication

This booklet presents knowledge, attitudes, and educational ideas on how to give deaf children the support they need to develop. It focuses on the fundamental and comprehensive needs of deaf children, using methods and ideas that can be adjusted to countries without great technical resources. The first chapter examines the importance of language acquisition, special education of the deaf, integration and participation, and causes of deafness. A chapter on total communication and sign languages explores features of these communication methods and simultaneous communication. The deaf preschool child and school child are then described, through discussions of early detection, early intervention, communication strategies in the classroom, teaching methods, the use of deaf assistants, similarities and differences between the grades, and the curriculum and materials. Training in vocal skills is addressed through sections on training of residual hearing, teaching of speechreading, and speech training. The booklet concludes with brief descriptions of prevocational and vocational training and the principles of audiology. (Includes nine suggested readings) (JDD)

ED 335 488   CE 058 627

Gueron, Judith M.; Pauly, Edward
From Welfare to Work.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Ford Foundation, New York, N.Y.; Russell Sage Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 332p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Education; Basic Skills; *Cost Effectiveness; Economically Disadvantaged; *Employment Services; Federal Aid; Federal Legislation; Federal Programs; *Job Training; Participation; *Program Effectiveness; Program Evaluation; Research Needs; Resource Allocation; State Programs; Success; *Welfare Recipients; *Welfare Services; Youth Programs
IDENTIFIERS- *Job Opportunities and Basic Skills Program

This study synthesizes completed and current studies about the impact and cost effectiveness of welfare-to-work programs and the different approaches used in various local contexts and for important groups of Aid to Families with Dependent Children (AFDC) recipients. Chapter 1 sets forth conclusions and policy implications from the completed welfare-to-work studies of the 1980s. Chapter 2 reviews the evolution of state welfare-to-work programs and the distinctive features of the Job Opportunities and Basic Skills (JOBS) Program legislation. It provides a framework for both the JOBS evaluation and this volume by identifying the dimensions of a welfare-to-work program and the local context that can affect program impacts. It concludes with discussion of some issues that arise in estimating program impacts and making comparisons across evaluations. Chapter 3 describes the database for this synthesis, identifying the nature and status of the range of available studies. Chapters 4 and 5 outline the findings (and the forthcoming studies) on each of the key welfare-to-work program dimensions and impacts, overall and for relevant subgroups. Chapter 6 identifies major gaps in knowledge that constitute the challenge for future research in this area. Appendixes include program cost information, supplemental data tables, 126 references, and subject and author indexes. (YLB)

ED 335 507 CE 058 673

Wright, Anthony; And Others
Promoting Leisure. Leisure Management Module. Operational Management Programme.
PUB DATE- 91
NOTE- 98p.; For related modules, see CE 058 670-680.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advertising; Autoinstructional Aids; Behavioral Objectives; Continuing Education; Dining Facilities; Entrepreneurship; Foreign Countries; *Hospitality Occupations; Hotels; Independent Study; Learning Activities; Learning Modules; *Leisure Time; Management Development; *Managerial Occupations; *Marketing; Needs Assessment; Planning; Postsecondary Education; *Public Relations; Recreation; Recreational Activities; Recreational Facilities; Supervision; Vacations
IDENTIFIERS- England

This module on promoting leisure is intended to give an understanding of the methods that can be used to market leisure products and services and how to plan the marketing of leisure. The material is presented in a self-instructional format in seven sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. The seven sections cover the following: (1) the leisure customer; (2) the leisure product; (3) customer communications; (4) direct marketing; (5) sales promotion; (6) customer relations; and (7) marketing planning. (YLB)

ED 335 547 CE 058 810

Literacy and Career Choices. Final Report.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Aug 90
NOTE- 36p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Career Education; *Deafness; Illiteracy; Intervention; *Literacy Education; Older Adults; Program Development; Program Implementation; *Remedial Programs; Secondary Education; Tutors; Volunteers; Volunteer Training; *Youth Programs
IDENTIFIERS- Ohio (Champaign County); Ohio (Clark County); Ohio (Greene County); Ohio (Madison County); Ohio (Union County)

The Literacy and Career Choices program included several initiatives to address problems of illiteracy in Champaign, Clark, Greene, Madison, and Union Counties, Ohio. A special adult basic education program for deaf adults was established. Twenty-one deaf adults with basic literacy skill needs were identified, and individual service plans were established for each student. The adult basic education class was held 3 hours per day, 2 days per week. Students also received individual tutoring and training and were provided with computer-assisted remediation. Teachers provided life skills and self-esteem enhancements as well as career information and placement assistance to participants. Case studies of five students were developed, and an analysis was made of how the class affected the entire deaf community within the service area. A second initiative was establishment of a homework center for youth in Union County who were having difficulty with school and homework because of literacy problems. Twenty-six youth referred by parents, teachers, counselors, principals, and friends attended preventive literacy training classes. Another initiative was establishment of a literacy tutoring corps of senior citizens in Madison County. An external evaluation found all three projects achieved excellent coordination with other agencies involved with literacy programs and were suitable for use as models. (YLB)

ED 335 566 CG 023 559

Koltko, Mark Edward

How Are Transpersonal Experience and Personal Maturity Related?

PUB DATE- Aug 91
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Individual Development; *Well Being
IDENTIFIERS- Humanistic Psychology; *Transcendence; *Transpersonal Psychology

This study examined one of the fundamental questions in humanistic and transpersonal psychology: what kind of relationship exists between transcendent experience and personal psychological well-being? College undergraduates (N=92) at three colleges were asked to recall their "most wonderful" experience, and then to complete an adaptation of Hood s M Scale to assess the presence of mystical or transcendent aspects of this experience. Participants also completed an adaptation of Heath s Perceived Self Questionnaire to assess personal maturity. Correlational analysis revealed that, generally, the higher the degree of mystical qualities in the participant s experiences, the lower the degree of maturity; however, the opposite pattern was noted for experiences which involved noetic qualities, where the individual felt that she or he had gained valid knowledge through some kind of insight. Noetically weighted experiences are associated with a higher degree of maturity in this college-age group. These data suggest the need for a developmental approach to the study of transcendent experience. (LLL)

ED 335 626 CG 023 620

Roll, John M.; Habermeier, Wendy M.
Gender Differences in Coping with Potential Victimization.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Coping; Higher Education; *Sex Differences; Student Attitudes; *Victims of Crime

Individuals utilize many cues from their environments in order to assess their status. A person s status may be conceptualized as being made up of the roles the individual plays. One role individuals may play at some point in their life is the role of victim. This study sought to determine whether or not individuals possess a veridical assessment of the likelihood of being victimized. College students (N=29) responded to a questionnaire concerning the likelihood of victimization. It was revealed that members of both genders incorrectly assessed the probability of being victimized. Males tended to deflate the probability, while females inflated the probability. This led to females reporting a significantly higher perceived likelihood of being victimized than males. U.S. Department of Justice statistics indicate that at ages 12 and up males are more likely than females to be victims of criminal activity. Although the differences between genders in victimization rate is greatest between ages 16-25, subjects in this study reported that females were more likely to be victimized. One mechanism that may account for this discrepancy is that individuals self-schema may be manipulated in an availability heuristic manner by mass media portrayal of victims. (ABL)

ED 335 687 CS 212 979

Jones, Ginny Pompei
What Is Our Place? A Survey of the Roles of Lecturers at One University.
PUB DATE- Mar 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Educational Research; *Employment Practices; *English Departments; Higher Education; *Nontenured Faculty; Occupational Surveys; Teacher Attitudes; *Teaching Load
IDENTIFIERS- *Lecturers; Teacher Surveys; University of North Carolina Wilmington

A survey examined the attitudes of lecturers in the English department at the University of North Carolina at Wilmington in an attempt to better define the role of the lecturer in the department. Twelve responses were received from 13 full and part-time lecturers. Results indicated that: (1) most favored a committee appointed by the chair using written guidelines to decide on hiring, monitoring, and terminating or converting lecturers; (2) all agreed that teaching should be the chief basis for evaluation; (3) the majority believed that lecturers should not teach a four-course load mainly comprised of composition classes; (4) all agreed that lecturers should continue to have a voice in deciding policy and hiring for tenure-track positions; and (5) 11 favored using written guidelines for hiring and defining job expectations, an orientation, and a mentoring system. Findings suggest that the present political and economic situation has created an underclass--above average in talent, intelligence, and dedication--of people who must lead not only mobile, but nomadic lifestyles and that it will take a concerted effort to unite lecturers and tenure-track faculty to convince administrators that this situation can and must be altered for the benefit of all students and faculty. (The survey instrument is attached.) (RS)

ED 335 839 EC 300 581

Lanier, Cynthia C.

A Community Volunteer Intervention Program To Increase Reading Skills and Abilities of Learning Disabled Resource Students.

PUB DATE- May 91
NOTE- 71p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Intervention; *Learning Disabilities; Primary Education; Problem Solving; Program Effectiveness; Reading Attitudes; Reading Skills; Resource Room Programs; School Community Relationship; Spelling; Student Attitudes; *Tutorial Programs; *Volunteers

This paper describes a program in which community members (retired citizens, parents, and others) provided tutorial services over a 12-week period to five learning disabled primary grade students in a resource room program. Comparison of pretest and posttest results showed a greater than 20 percent increase in reading scores. Weekly spelling test scores also increased as did students problem solving skills. Improved student attitudes toward reading were observed. Learning games and both teacher made and commercial materials were used in the weekly tutorial sessions. Appendices include the teacher observational checklists for evaluating student reading enjoyment and self assurance, handouts listing desirable teaching behaviors for volunteers and ethical behavior for volunteers, and a summary of typical characteristics of first, second, and third grade children. Two attachments demonstrate dissemination activities of this project. Includes a total of 17 references. (DB)

ED 335 904   FL 019 377

Zee, Eric
Vowel Devoicing in Shanghai.
PUB DATE- Aug 90

NOTE- 36p.; In: CUHK Papers in Linguistics, No. 2. p69-104, Aug 1990; see FL 019 373.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Foreign Countries; Language Research; Linguistic Theory; *Phonology; *Tone Languages; Uncommonly Taught Languages; *Vowels
IDENTIFIERS- *China (Shanghai); *Shanghai Dialect

A phonetic study of vowel devoicing in the Shanghai dialect of Chinese explored the phonetic conditions under which the high, closed vowels and the apical vowel in Shanghai are most likely to become devoiced. The phonetic conditions may be segmental or suprasegmental. Segmentally, the study sought to determine whether a certain type of pre-vocalic consonant is more likely to cause the following vowel to devoice. Suprasegmentally, it sought to determine whether a certain tone category is more likely to cause the vowel to devoice. The study also investigated whether the position of the syllable in a polysyllabic compound constitutes a conditioning factor for a vowel to devoice, and whether the rate of speech has an effect on vowel devoicing. The speech of a male native speaker reading a word list with specific bisyllabic and polysyllabic compounds was subjected to spectrographic analysis. Results are analyzed and conclusions are drawn. Substantial appended material includes the lists of compounds, translations, tone patterns, and speech rates, a 16-item bibliography, and the spectrograms. (MSE)

ED 335 928 FL 019 418

Pappas, Jennifer Stevens
Qualifiers in Patient-Physician Discourse: An Analysis of Interviews from Radio Call-In Programs.
PUB DATE- 89
NOTE- 19p.; In Working Papers in Educational Linguistics, Volume 5, Number 2; see FL 019 412.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; Form Classes (Languages); *Interpersonal Communication; *Interviews; *Language Patterns; *Physician Patient Relationship; *Radio
IDENTIFIERS- *Qualifiers (Language)

A study investigated the use of qualifiers, words and phrases used to indicate the level of approximation of propositional content or of speaker commitment to the proposition, in an atypical form of medical interview: conversations between physicians and patients on a radio talk show. Qualifiers used were classified as hedges (suggesting approximation or uncertainty regarding the core assertion) or intensifiers (emphasizing the typicality or severity of attributes or indicating speaker confidence in an assertion). Analysis of 14 caller-patient conversations indicated that: (1) physicians used qualifiers more than callers; (2) physicians used hedges more often than callers; (3) callers and physicians used hedges more often than intensifiers; (4) there were more qualifiers that conveyed different levels of uncertainty; (5) physicians used markers of uncertainty more often than callers; and (6) physicians used multiple qualifiers more often than callers. Physician use of multiple hedges, resulting in assertions that were both irrefutable and uninformative, was surprising. Intensified assertions were confined to truisms or extreme hypothetical cases, also uninformative. A 16-item bibliography is included. (MSE)

ED 335 450 CE 058 444

National Minimum Standards for Associate Degree Technical Education Programs.

PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Associate Degrees; Certification; Credentials; *Degree Requirements; Educational Objectives; Paraprofessional Personnel; *Standards; *Technical Education; Technical Institutes; *Technical Occupations; Two Year Colleges; *Vocational Education
IDENTIFIERS- *American Technical Education Association

This booklet contains information on minimum standards for associate degree programs in technical education. It covers the following topics in 13 short sections: American Technical Education Association objectives; definition of technical education; recommended minimum professional standards for hiring technical instruction personnel; description of occupational education; technical-occupational two-year minimum standards for the associate degree on a 60-credit hour basis (illustrative chart); technical-occupational two-year associate degree subject matter emphasis by semester (chart); educational ranges (chart); activities performed by technicians; special abilities required of technicians; typical educational levels and job attributes of the research-design-production team (chart); standards of education for awarding the associate degree in programs of technical-occupational education; summary of minimum standards; and descriptions of associate degrees and certificates. (KC)

ED 335 469 CE 058 581

Job Training and Fulfillment Study. An Examination of Aspirations, Needs and Solutions for ADC Mothers in the Cincinnati, Ohio Area. Final Report.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 26 Jun 90
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Aspiration; Attitudes; Economically Disadvantaged; Employment Programs; Federal Programs; Goal Orientation; *Job Training; *Needs Assessment; *Participant Satisfaction; *Values; *Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Job Training Partnership Act 1982; Ohio (Cincinnati); Ohio Works Program

A study was conducted to provide much-needed, in-depth qualitative information and direction regarding the experiences, attitudes, value systems, and aspirations of various segments of the Aid to Dependent Children (ADC) recipients. Eight focus groups, each composed of 8 to 10 persons, were conducted in May 1990 in Cincinnati, Ohio. Discussion centered on motivations and barriers that may limit participation in and retention of welfare clients in job training programs and impact of welfare reforms. Many respondents battled feelings of depression, despair, and even rage stemming from life experiences and dealings with the welfare system. Many frustrations revolved around welfare caseworkers. Discussion about the new mandatory assessment and participation regulations for ADC mothers was charged with apprehension. Differences in involvement with job training and education appeared between county and city residents. A more humane and productive service approach and better guidance counseling were recommended. (Following a 10-page executive summary is a section giving detailed findings, many in the respondents own words, regarding respondents backgrounds; current state of life; perceptions of the welfare system; setting and reaching goals; experience and perceptions of the Ohio Works Program and Hamilton County Job Training Partnership Act (JTPA); and experiences and perceptions of the City JTPA. Appendixes include lists of long-term goals, needs, and solutions; a discussion guide; and a focus group screening instrument.) (YLB)

ED 335 528 CE 058 763

Partners in Literacy. National Literacy Program. An Overview of Projects = Partenaires en Alphabetisation. Programme National d Alphabetisation. Un Apercu des Projets.
PUB DATE- Sep 90
NOTE- 82p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Employment Potential; Federal Programs; Foreign Countries; Illiteracy; Job Skills; *Literacy Education; Program Descriptions; *Public Agencies; Research Projects; *Voluntary Agencies
IDENTIFIERS- *Canada; *Workplace Literacy

This booklet provides an overview of some projects and initiatives funded by the National Literacy Program in Canada in 1989-90. Many have been supported as well by the provinces and territories, community organizations, business, or labor organizations. The booklet also contains a sample of the activities of other federal departments and agencies that are working within their own mandates to support literacy. Section 1 describes 56 joint federal-provincial/territorial projects that show how each region responds to the literacy needs of its population. Projects are classified by province or territory. Section 2 details 29 projects of voluntary groups and organizations that are community partners in literacy. Section 3 focuses on 11 workplace literacy projects. Section 4 describes the literacy work being done by nine federal government departments and agencies. A final section describes three major research projects supported by the National Literacy Program to contribute to the base of knowledge about literacy in Canada. The booklet contains both English and French language versions. (YLB)

ED 335 587 CG 023 580

Passman, Richard H.; Tomlin, Angela M.
Do Mothers Accept Grandmothers Advice When Disciplining Their Children?
PUB DATE- May 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discipline; Family Relationship; Females; *Grandparents; *Mothers; *Parent Child Relationship

Research has not investigated ways in which grandparents indirectly influence grandchildren through interactions with the parents. This study was conducted to investigate factors affecting mothers willingness to accept suggestions from their own mothers about disciplining their child. The study also examined whether mothers disciplinary actions influenced subsequent advice from the grandmothers. Subjects were 40 mothers of 9-year-old children and their own mothers (maternal grandmothers). Mothers and grandmothers were told that they would be helping their child learn puzzle tasks. Mothers gave or removed candies for successes or errors, and grandmothers independently advised mothers about this disciplining. Via computer screens, grandmothers suggestions were displayed to mothers and mothers disciplinary decisions were shown to grandmothers; however, all information provided was sham. Siginficant effects revealed that mothers receiving grandmothers advice to increase punishing did so gradually over trials. Mothers receiving initially punitive advice that abated immediately raised their punitiveness and maintained these high levels. Mothers rewarding patterns paralleled their punishing. Grandmothers actual suggestions regarding reward and punishment were comparably influenced by the timing and feedback received about the mothers punishing. Mothers and grandmothers responded faster when advice or feedback was intensely punitive. When grandmothers were highly responsible for the child, mothers were more likely to conform to the grandmothers advice. (NB)

ED 335 607 CG 023 600

Gama, Elizabeth M. P.
Achievement in the Brazilian Public Schools: Research for Counseling Intervention.
PUB DATE- Aug 91
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Failure; *Attribution Theory; Elementary Education; *Elementary School Students; *Elementary School Teachers; Foreign Countries; Low Income Groups; Motivation; *Public Schools; School Counseling; Self Esteem; *Teacher Expectations of Students
IDENTIFIERS- *Brazil

School failure in elementary school students from low income families has been a serious problem in Brazilian public schools for many years. A number of studies were implemented in an effort to reduce the incidence of school failure. One set of studies focusing on teachers causal perceptions revealed a combination of socio-economic determinism and psychological fatalism. The teachers (three samples consisting of 451 elementary school teachers, 28 elementary school teachers, and 907 preschool teachers) believed that children failed mainly because of their families poverty which did not promote successful learning conditions. It was then hypothesized that the experience of failure is the independent variable that, along with teachers low expectations and negative attributions, produce lowered achievement motivation and self-esteem and negative school attitudes. Research with students (N=180) and their teachers supported the hypothesis. From first grade on, teachers had higher expectations and estimates of intellectual potential for the students who eventually succeeded. By the fifth grade, unsuccessful students had more negative attitudes toward schooling, lower self-concepts, and emitted mostly internal, stable and uncontrollable failure attributions while successful students were mostly internal, stable and controllable to success. Interventions have focused on changes in the teacher training curriculum and support of in-service teacher education. Counseling interventions must also be conducted with children who are failing. (Author/NB)

ED 335 668 CS 010 699

Johns, Jerry L.; VanLeirsburg, Peggy
How Professionals View Portfolio Assessment. Literacy Research Report No. 10.
PUB DATE- Oct 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Evaluation Research; *Literacy; Occupational Surveys; *Portfolios (Background Materials); *Student Evaluation; *Teacher Attitudes; *Writing Evaluation
IDENTIFIERS- Illinois

A study compared results of a 1990 survey of educators to determine growth in knowledge and use of portfolio assessment. The study aimed to report the reactions and feelings of educators who use or may plan portfolios. A total of 173 educators from Illinois enrolled in a literacy workshop sponsored by a midwestern reading association answered a questionnaire that asked them to rank on a 5-point scale their familiarity with portfolios in 4 areas: knowledge, content, theoretical bases, and practical problems related to using portfolios. Results indicated that: (1) familiarity with the concept of portfolio assessment has grown; (2) respondents in both surveys, 1990 and 1991, agreed with S. Valencia s four guiding principles of assessment: authentic, continuous, multidimensional, and collaborative; (3) educators preferred that students include in their portfolios written tasks such as a list of materials read, writing samples related to the literacy experiences, and student self-evaluations; and (4) planning, managing and organizing were the major practical concerns. (Two tables of data are included.) (PRA)

ED 335 707 CS 213 013

Walsh, S. M.
The Subtleties of Writing Apprehension; Fitting the Pieces Together.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Student Attitudes; *Student Motivation; *Teacher Role; *Writing Apprehension; *Writing Instruction; Writing Research
IDENTIFIERS- California; *Personal Writing; Writing Apprehension Test (Dely and Miller)

A study investigated students attitudes about writing, in order to gain new insights into writing apprehension. The Daly-Miller Writing Apprehension Test and 2 open-ended questions were administered to 202 students from public and private colleges and universities in California. Results indicated that highly apprehensive students generally want to be helped; they want to grow to be more skilled and capable. Results also indicated that the more apprehensive students actually enjoyed letter writing and other forms of personal writing more than the less apprehensive ones, suggesting that apprehensive writers should be encouraged to follow their inclinations to engage in journal writing and other forms of personal writing. It is clear from this research that it is extremely important for teachers to commit themselves to the creation and maintenance of a positive environment, and to dwell on positive aspects of virtually every student composition, emphasizing progress and the possibilities of future successes instead of reinforcing expectations of failure. Seventeen references are attached.) (PRA)

ED 335 751 EA 023 215

Cooley, William W.
Fiscal Strain in Pennsylvania s School Districts. PEPS Policy Paper Series Number 8.
PUB DATE- 19 Feb 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Expenditure per Student; Expenditures; *Financial Support; Public Schools; *School District Spending; *School Funds; *School Support; School Taxes; State Aid
IDENTIFIERS- *Pennsylvania

To identify 5-year trends in revenues and expenditures for Pennsylvania s 500 school districts and to show how fiscal trends interact with changes in variables such as student enrollment, statewide school financial data from 1984-85 through 1988-89 are analyzed. The figures indicated that financial trends include increases in total district expenditures, expenditures per pupil, state and local revenues, and teachers salaries. A decrease in the pupil/teacher ratio was also evident. Variances between the richer and poorer districts show that state funding and local revenues have increased more for the richer districts even though they have decreased their local tax efforts whereas the poorer districts have increased their local tax rates. Although changes in expenditures such as transportation costs were unrelated to changes in student enrollment, regular program expenditures, such as the number of teachers, were highly related. Seven figures and four tables are provided to help illustrate financial trends. (EJS)

ED 335 773 EA 023 250

Cooley, William W.
Testing and School Improvement. PEPS Policy Paper Series Number 9.

PUB DATE- 3 Jun 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Basic Skills; Competence; Elementary Education; *Minimum Competency Testing; Public Schools; *Scores; Socioeconomic Influences; *Socioeconomic Status; Student Promotion
IDENTIFIERS- *Pennsylvania; Test of Essential Learning and Literacy Skills

The Test of Essential Learning and Literacy Skills (TELLS) has been administered to all Pennsylvania students in grades 3, 5, and 8 since 1985. An analysis of results from the 1,505 public elementary schools that served both third and fifth graders between 1986 and 1990 show that in 150 of these schools more than 50 percent of the students scored below the minimum skill level. The figures also indicated that no matter for what grades or years scores are analyzed, schools tend to be consistent in their performance ranking. The achievement differences among schools are almost completely predictable from the socioeconomic status (SES) indicators of the families being served by them. Simple solutions for raising the basic skill level of students from homes with low SES, such as raising teacher salaries or reducing pupil/teacher ratios, do not look promising. Higher salaries can increase applicant pool quality but will not necessarily raise teaching staff quality. Smaller classes can be helpful if instruction is designed to take advantage of it. Proposals for improvement include investing in preschool experiences that increase school readiness skills. Four tables illustrate the data analysis. (8 references) (EJS)

ED 335 882 FL 019 335

Quakenbush, J. Stephen
Agutaynen Glottal Stop.
PUB DATE- 91
NOTE- 14p.; In: Work Papers of the Summer Institute of Linguistics, University of North Dakota Session, Volume 35, p119-131, 1991; see FL 019 329.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; Foreign Countries; *Language Patterns; Language Research; *Language Variation; Linguistic Theory; Morphophonemics; Phonemics; *Phonology; Uncommonly Taught Languages
IDENTIFIERS- *Agutaynen; *Glottal Stops; Philippines

A study investigated the phonemic and morphophonemic patterning of the glottal stop in Agutaynen, a Meso-Philippine language, and some comparison with two northern Philippine languages. Agutaynen glottal stop has as its sole origin a neutralization of contrast rule, the operation of which can be noted in three different linguistic environments. Although it is not possible at this point to specify precisely all the factors influencing its application, the neutralization rule is apparently sensitive to social factors in this environment. It is hypothesized that the glottal stop in Agutaynen represents an innovation that has been spreading through the language for some time but which is currently being halted across a morpheme boundary by the influence of a more prestigious and increasingly used second language. The introduction of a glottal stop through neutralization of contrast is a little-documented phenomenon, but its presence in at least three languages (Agutaynen, Ga dang, and Isnag) suggests that such a process may be even more widespread among Philippine languages that allow a preconsonantal glottal. Eighteen notes and an eight-item bibliography are included. (MSE)

ED 335 508 CE 058 674

Wright, Anthony; And Others
The Leisure Experience. Leisure Management Module. Operational
Management Programme.
PUB DATE- 91
NOTE- 66p.; For related modules, see CE 058 670-680.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from
EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives;
Continuing Education; Dining Facilities; *Employment
Opportunities; Entrepreneurship; Foreign Countries; Hospitality
Occupations; Hotels; Independent Study; Learning Activities;
Learning Modules; *Leisure Time; Management Development;
*Managerial Occupations; Postsecondary Education; Recreation;
*Recreational Activities; Recreational Facilities;
*Supervision; *Vacations
IDENTIFIERS- England

This module on the leisure experience is intended to give the supervisor or manager an understanding of the nature and scope of the leisure market and key trends and developments. The material is presented in a self-instructional format in three sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. Topics are as follows: (1) what is meant by leisure; (2) the demand for leisure; and (3) identifying leisure opportunities. (YLB)

ED 335 567 CG 023 560

Bauman, Dallas; And Others

AIDS Education: Effective Behavior Change Using a Peer Based Model.

PUB DATE- 19 Mar 91
NOTE- 9p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Behavior Change; College Students; *Counseling Effectiveness; Higher Education; Individual Development; Models; *Peer Counseling

The focus of the AIDS (Acquired Immune Deficiency Syndrome) Peer Educators project (based on Kohlberg s Cognitive Stage Theory of the Development of Moral Judgement) is to change behavior using a peer-based approach. Good mental preparation is essential if the Peer Educator is to be effective, for the AIDS Peer Educator is frequently required to help students resolve issues the AIDS Peer Educator may not have yet resolved for themselves. Additionally, there are a number of mental traps into which an AIDS Peer Educator can fall. This intervention model, loosely based on reality therapy. provides a useful framework from which the AIDS Peer Educators can base their specific interventions. The most significant aspect of the model is that it allows the AIDS Peer Educator to adjust the intervention to meet the individual student s developmental stage. The assessment phase of the model is the most critical and demands the most discipline on the part of the AIDS Peer Educator. The effective AIDS Peer Educator slowly illicits information and tests his or her understanding of the student s behaviors and motivations. Interventions take many forms, but should be based on the student s needs and developmental level, not with the feelings of the AIDS Peer Educator. With rare exceptions, an AIDS Peer Educator will need to engage in a series of interventions and provide support until the student is able to internalize the safer behaviors. (ABL)

ED 335 648 CS 010 670

Fry, Edward, Ed.
10 Best Ideas for Reading Teachers.
PUB DATE- 91
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Reading Instruction; *Reading Strategies; *Reading Teachers; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Reading Theories

This book contains 44 articles on the topic "10 Best Ideas for Reading Teachers." Each of the articles, however, is different, because each of the authors sees the assigned title from a different perspective and from a different background. Some of the articles in the book concentrate on seminal ideas, and others give actual teaching suggestions. Most of the "Best Ideas" articles apply to reading in general or to elementary reading, but some are designed for secondary and college reading. In addition, some are aimed at a specific method or population, such as "children at risk." Contributing authors include: J. Estill Alexander, Donna Alvermann, Ernest Balajthy, Richard Bamberger, Janet Binkley, Ronald P. Carver, Alan N. Crawford, Patricia M. and James W. Cunningham, Dan Donlan, Mariam Jean Dreher, Priscilla A. Drum, Thomas H. Estes, Yetta M. and Kenneth S. Goodman, Joan Nelson-Herber and Harold L. Herber, the Hofstra University Reading Department, Robert Karlin, Pat Koppman, Eleanor Ladd Kress, Susan Lytle and Morton Botel, Eve Malmquist, Anthony V. Manzo, Robert A. McCracken, Lee Mountain, Wayne Otto, P. David Pearson, Lillian R. Putnam, Annette T. Rabin, Peggy E. Ransom, Richard Robinson and Joycelin Hulett, Cathy M. Roller, Martha Rapp-Haggard Ruddell, Leo M. Schell, James Squire, Norman A. Stahl and others, Jo Stanchfield, Barbara Taylor, Richard L. Venezky, Shelley B. Wepner, Robert M. Wilson, and Ruth and Hallie Yopp. Twelve pages of references conclude the book. (PRA)

ED 335 728 CS 507 569

Boatman, Sara A.
Icebreakers and Group Builders for the Classroom.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Communication; *Group Activities; Group Dynamics; Higher Education; Secondary Education; *Speech Communication
IDENTIFIERS- *Communication Strategies

Noting that it is important in communication classes to devise ways to help students to be comfortable with each other, this paper maintains that icebreakers and group builders are strategies that are vital in creating openness and trust in such classes. The paper offers eight icebreakers (activities designed to help students feel comfortable with each other, characterized by brevity, relatively low-risk involvement, and participation by all class members) and eight group builders (activities to help students develop a sense of connection and shared focus in a designated group, characterized by an emphasis on one or more group variables). (SR)

ED 335 796 EA 023 291

Hopmann, Stefan
The Multiple Realities of Curriculum Policy Making.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Report: - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; Definitions; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Policy Formation; *Political Influences; *Social Influences; Theory Practice Relationship
IDENTIFIERS- *Europe; *Germany

Concerning curriculum making, it is impossible to integrate the different meanings of "curriculum" into a single formula. Read as social constructions, different conceptions reflect varying educational, social-political, and historical contexts. This paper explores how these contexts, or multiple realities, evolved historically and how they shape current curriculum-making practices. The first part sketches three basic features (compartmentalization, licensing, and segmentation) of curriculum making s social process as they have emerged in Prussia and in most other Central and Northern European countries since 1800. Part 2 shows how these features have shaped the current system of curriculum and education policy making in Germany, stressing the present conditions of curriculum design within administration, some aspects of curriculum committees working routine, the related system of organized public deliberation, and the status of syllabi at the classroom level. Because of a compartmentalized system, any nationwide subject matter is laid down in at least as many syllabi as there are states in the Federal Republic of Germany. Segmented deliberation grants personal access to curriculum commissions to education professionals only, confining the general public to generalized debate. Also, classroom syllabi lag behind everyday experience. (58 references) (MLH)

ED 335 860 EC 300 602

Labregere, Aime
Access by Young Handicapped Persons to Communication and Language. Guides for Special Education No. 5.
PUB DATE- 87
NOTE- 137p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Aids (for Disabled); *Communication Skills; *Disabilities; Elementary Secondary Education; Environmental Influences; Evaluation Methods; Foreign Countries; *Language Acquisition; *Language Handicaps; Nonverbal Communication; Sign Language; Student Educational Objectives; *Teaching Methods

This guide is designed to help teachers and parents help handicapped children to acquire the mechanics of language and develop ways of communicating with others. The text covers: (1) establishing objectives for language mastery; (2) birth and development of language; (3) contributions and limitations of the child s environmental context; (4) specific handicaps, such as visual, auditory, and central nervous system; (5) speech production; (6) sign language and graphic symbols communication; (7) use of nonverbal communication; (8) electronic and computerized aids to speech; (9) evaluation methods and tools; (10) general principles of language-development aid; (11) perceptive and psychomotor aid; (12) daily language practice; (13) speaking to children; and (14) getting children to speak. A bibliography lists approximately 40 items in English, French, and Spanish. (JDD)

ED 335 548 CE 058 811

Literacy Coordination for Montgomery and Preble Counties. July 1, 1989 to June 30, 1990. Final Report.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 30 Jun 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Agency Cooperation; Cooperative Programs; *Coordination; *Economically Disadvantaged; Educational Cooperation; Eligibility; Employment Programs; Federal Programs; *Literacy Education; *Referral; *Welfare Recipients
IDENTIFIERS- Job Training Partnership Act 1982; Ohio (Dayton)

Project READ (Reading Education for Adults in Dayton) sought to enhance the literacy of Job Training Partnership Act (JTPA)-eligible adults in the Miami Valley through improved coordination efforts. The major task of the activity to coordinate promotion of literacy resources was to create new awareness and linkages between the Human Services Department/JTPA program and the major literacy training programs. A referral process and form were developed. A four-page summary description of literacy training programs was also prepared. Workshops on assessment of learning disabilities and teaching techniques to accommodate different learning styles were conducted. Project READ compiled and distributed a training calendar that listed all literacy training sessions for teachers and tutors being offered by different Project READ members. It also sponsored workshops for teachers and tutors. Literacy instruction was not begun until mid-March 1990. The short period of training negated the possibility of pre- and post-training assessment. The number of referrals, many to programs previously never used by the Human Services Department, showed that the project had achieved its purpose of creating new awareness and linkages. Recommendations were made for improvement of all activities. (Attachments include a referral form, list of literacy training programs and site map, workshop flyer, and referral statistics.) (YLB)

ED 335 627 CG 023 621

Pearlman, Sarah F.
Heterosexual Mothers/Lesbian Daughters: Parallels and Similarities.

PUB DATE- Aug 90
NOTE- 37p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Daughters; *Lesbianism; *Mothers; *Parent Child Relationship; *Sex Role
IDENTIFIERS- *Heterosexuality

Since the Stonewall riots between gay men and police in New York City in 1969 and the lesbian manifestos of the Women s Liberation Movement in the early 1970s, there has been an intensification of the struggle to end the stigmatization of homosexuality. This study explored retrospectively the experience of mothers (N=10) who had learned that a daughter is a lesbian. The central question of this study was whether there was an identifiable sequence or process by which mothers came to accept a daughter s lesbianism and if this process paralleled the process of lesbian identity formation as previously described in research. Subjects were selected from a special group of mothers who were anticipated to have reached an advanced level of acceptance, as defined by these mothers

public disclosure through engaging in some activity supportive of parental acceptance and/or the gay civil rights movement. The results indicated that coming to terms with nonconforming gender role, or masculine-like appearance and behaviors in daughters and partners presented a major hurdle. Despite their public social and political engagement, the majority of the mothers interviewed reported that they continued to struggle with unresolved feelings towards homosexuality; that feelings of loss, concern over discrimination, and self-consciousness about themselves as the mother of a lesbian daughter persisted; and that they often wished their daughters were heterosexual. (Author/ABL)

ED 335 688 CS 212 981

Trousdale, Ann; Henkin, Roxanne
The Negotiated Curriculum as Praxis in the World of the Classroom.
PUB DATE- 21 Oct 89
NOTE- 28p.; Paper presented at the Annual Conference on Curriculum Theorizing (11th, Dayton, OH, October 21, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Cooperative Learning; *Cooperative Planning; Elementary Education; English Teacher Education; Higher Education; Language Arts; *Student Participation; *Team Teaching
IDENTIFIERS- Collaborative Teaching; Northern Illinois University; Process Approach (Writing); Teacher Researchers

A college professor (on the elementary language arts and childrens literature faculty) and a doctoral candidate (also writing coordinator for an Illinois school district) team-taught a graduate language arts course at Northern Illinois University, implementing practices that reflected their pedagogical and political convictions. Both wanted the course to reflect and embody their philosophies about teaching, about learning, about the curriculum, and about what a classroom should be. They wanted to share power and decision-making with students, and to have a collaborative classroom. They rewrote the class syllabus to begin with process writing, recognized the inherent tensions in what they wanted to do, negotiated who would teach what and other responsibilities, and began in the third week of the session to collect data for research. Uneasy at first, students embraced what was happening and took ownership of their own learning processes once group work began. The two teachers struggled with the desire for group process versus the urge to lecture because of time constraints. Real change and growth were observed and documented among the students in their perceptions of themselves as writers, learners, and teachers, along with reservations about the approach and its use in their classrooms. The two collaborating teachers came away with fresh awareness and respect for collaborative reflection as a powerful tool both in shaping curriculum and for the teacher as researcher. (SR)

ED 335 818 EC 300 560

Integrating Exceptional Students into the Mainstream: A Background Paper.

PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; *Disabilities; *Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; *Gifted; Legal Responsibility; *Mainstreaming; Models; *Program Effectiveness; Social Integration
IDENTIFIERS- *Alberta

This paper reviews the concept of integration, identifies present practices in Alberta (Canada), and describes related issues and trends. Terms are clarified, current initiatives are outlined, the effectiveness of integration is discussed, and the legal and judicial context is examined. The North American experience with integration is briefly explored, and models for integration are presented, along with effective practices, cost implications, and implications for the future. Appendixes list programs for exceptional students and note limitations of integration research. (Includes 27 references.) (JDD)

ED 335 840 EC 300 582

Guskey, Thomas R.; And Others
Using Mastery in the Regular Classroom To Help Learning Disabled and At-Risk Students.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; At Risk Persons; *Educational Methods; Enrichment Activities; Formative Evaluation; *Instructional Effectiveness; Intermediate Grades; Learning Disabilities; *Learning Theories; Mainstreaming; *Mastery Learning; *Mild Disabilities; *Remedial Instruction
IDENTIFIERS- Bloom (Benjamin S); *Corrective Instruction

This paper reviews the literature on mastery learning theory and reports its successful application since 1987 with mainstreamed special education students at one elementary school in Missouri. The methodology, originally developed by Benjamin Bloom, involves formative evaluation after initial instruction followed by either corrective activities and reevaluation or by enrichment activities. Use of mastery learning is reported to result in substantially increased student achievement for both regular and special education students. At the Thorpe-Gordon elementary school in Jefferson City, Missouri, the techniques of mastery learning are being used in regular classes in which 40 mildly disabled and at risk students from the fourth, fifth, and sixth grades are mainstreamed. The regular class teacher provides the initial instruction and administers the first formative assessment. Corrective instruction is then provided within the classroom to students who have not attained mastery while the regular teacher provides enrichment activities to the remaining students. Standardized test results show that only 10%, compared to 40% previously, of students achieve in the bottom two quintiles with 50-75% achieving in the highest quintile. Grades of the mainstreamed students and comments of teachers also support the program s success. Includes 19 references. (DB)

ED 335 905 FL 019 378

Newbrook, Mark
Some Notes on Dialect in Recent English Literature.
PUB DATE- Aug 90
NOTE- 7p.; In: CUHK Papers in Linguistics, No. 2. p105-110, Aug 1990; see FL 019 373.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; *Dialects; Dialect Studies; Dialogs (Language); *English Literature; *Language Patterns; Language Research; Linguistic Theory; *North American Literature; *Twentieth Century Literature
IDENTIFIERS- *Catcher in the Rye; *Falling Towards England (James)

Most studies of dialects in English-language literature have focused on works of the nineteenth century or earlier. However, modern literature can expand the scope of dialectological investigation. In John Salinger s "Catcher in the Rye," use of non-standard dialect forms occurs when the author uses an unusually informal register modelled on a spoken style. However, certain non-standard constructions in the book are highly divergent, some more characteristic of non-native varieties of English and others of middle-aged or elderly working-class speakers in areas other than that of the main character. If Salinger s assumptions about the occurrence of these forms in speech are correct, this suggests new areas of dialect study or the need for new research methodology. In Clive James "Falling Towards England," the interest is not in what usage may or may not occur, but on how a writer may seriously misperceive and thus misrepresent features of a dialect with which he has only a limited acquaintance. In this case, the misperception appears to result from mediation through the system of the author s own dialect. These instances illustrate the potential for further dialect study using contemporary English literature. (MSE)

ED 335 929 FL 019 419

Hardman, Joel, Ed.; And Others
Penn Working Papers in Educational Linguistics, Volume 6, Number 1.
PUB DATE- 90
NOTE- 110p.; For indiviual papers, see FL 019 420-423.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Foreign Countries; Grade 1; Interaction; *Interpersonal Relationship; *Language Planning; Language Research; Narration; Second Language Learning; *Second Languages; *Sex Differences
IDENTIFIERS- Belgium; Biliteracy; Language Minorities

The working papers contained in this volume include the following: "Creating Successful Learning Contexts for Biliteracy" (Nancy H. Hornberger), which focuses on characteristics of linguistic minority students in two classrooms situated in contrasting communities, programs, and language contexts; "Narrative Skills and Literacy Learning" (Deborah Hicks), an examination of storytelling by four first-grade children of differing ethnic and socioeconomic backgrounds; "Language Learning through Interaction: What Role Does Gender Play?" (Teresa Pica, Dom Berducci, Lloyd Holliday, Nora Lewis, Jeanne Newman), an analysis of differences in interactions of native-speaker and non-native-speaker in same- and cross-gender dyads; and "The Other Language : Language Planning in Belgium" (Michele Valasek), an examination of the ways status planning activities and legislation influence the use of Netherlandic and French in the northern provinces. (MSE)

ED 335 451 CE 058 450

Practical Nursing Curriculum Advisory Committee Report Including Suggested Philosophy, Suggested Competencies, Geriatric Care Curriculum.

SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.

PUB DATE- 89

NOTE- 65p.; Report of the Advisory Committee for Practical Nursing Education Program in Health Occupations Education. SPONBBB29049

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Articulation (Education); *Behavioral Objectives; *Curriculum Development; Futures (of Society); *Nursing Education; Nursing Homes; Postsecondary Education; *Practical Nursing; Program Improvement; State Curriculum Guides; *Teaching Methods; Technological Advancement

IDENTIFIERS- *Iowa

A study was made of the current and future role of practical nurses and the curricula used to prepare these nurses in the 16 programs in Iowa. A statewide committee of 14 persons involved in hiring, employing, and controlling practical nurse practice was formed. Between Fall 1987 and Spring 1989, the committee gathered and analyzed information and developed a curriculum and other materials that they shared with the groups they represented. These tasks were completed in three face-to-face meetings and monthly group meetings using the state telenetwork system. Some of the group s findings were the following: (1) the health care industry needs practical nurses; (2) practical nursing programs should be no longer than 1 year; (3) articulation between practical nursing and associate degree nursing should continue; (4) increased knowledge of technology will be needed by practical nurses; (5) a growing number of elderly in Iowa will need practical nursing care; (6) many nursing programs are teaching more than students can learn in 1 year; (7) increasing emphasis on graduate and associate nurses has decreased the prestige and training of practical nurses; and (8) admission requirements allow unprepared persons into nursing programs. Recommendations were made for curriculum changes in order to meet the future educational needs of practical nurses. (A curriculum guide, half of the document, lists suggested competencies for practical nurses, and provides objectives coupled with content and suggested teaching methods for a course of practical nursing in a nursing facility. Thirteen references are cited.) (KC)

ED 335 470 CE 058 582

Nelson, Orville; And Others
Aggregate Evaluation Report for Secondary Vocational Education in Wisconsin 1987-1991.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE- Jun 91
NOTE- 372p.; For a related document, see CE 058 583.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Advisory Committees; Articulation (Education); Career Planning; Employer Attitudes; Graduate Surveys; *Outcomes of Education; Parent Participation; Participant Satisfaction; *Program Effectiveness; Program Evaluation; School Business Relationship; *Secondary Education; *Self Evaluation (Groups); Statewide Planning; Student Attitudes; Teacher Attitudes; *Vocational Education; Vocational Followup
IDENTIFIERS- *Wisconsin

This report presents a summary and synthesis of data from 169 Wisconsin schools, all of which conducted extensive vocational program self-evaluations in 1987-91. Chapter 1 provides an overview of the evaluation project process, including the survey instruments used and a list of participating schools. The next eight chapters review selected data from the aggregate data for these groups: students 1 year and 5 years after graduation and noncompleters; employers of students 1 year and 5 years after graduation; current high school and middle/junior high school students; staff; advisory committees; parents; secondary/postsecondary institutions; and boards of education. Each chapter also provides tables and graphs that display selected information from the composite tables. Chapter 10 provides tables that address each of the six vocational program areas as well as the special needs populations, including handicapped, limited English proficient, and disadvantaged. A concluding chapter summarizes selected data from each of the groups surveyed. Appendixes, amounting to over three-fifths of the report, include the survey instruments used, the aggregate computer tables, a glossary of terms, and a list of acronyms. (YLB)

ED 335 489 CE 058 629

California Community College Handbook: Teaching Basic Skills in Vocational Education. Model Programs.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 91
NOTE- 210p.; Some of the sample materials will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Allied Health Occupations Education; Articulation (Education); *Basic Skills; Communication Skills; *Community Colleges; Curriculum Development; Education Work Relationship; Electronics; Employment Potential; Functional Literacy; *Integrated Curriculum; Job Training; Literacy Education; Mathematical Applications; Mathematics Instruction; Skill Development; *Teaching Methods; Two Year Colleges; *Vocational Education
IDENTIFIERS- Bakersfield College CA; *California Community Colleges; Fresno City College CA; Los Medanos College CA; MiraCosta College CA; San Joaquin Delta College CA; San Jose City College CA

This handbook was produced as a result of a project that studied California community college programs that teach basic skills in vocational education programs. The project included a literature review, a telephone survey, and 12 site visits. The handbook contains four sections: (1) steps for integrating basic skills and vocational instruction; (2) profiles of eight model programs, including background, purpose, description, development process, recommendations for replication, and sample materials developed for the courses and programs; (3) a bibliography of 49 supporting/related resources; and (4) an appendix that contains the site visit interview schedule and survey instrument. The model programs profiled are the following: Workplace Learning Laboratory, MiraCosta College; Applied Mathematics for Electronics, San Jose City College; Occupational Readiness Program, Bakersfield College; Communication Skills Division--Basic Skills Program, San Joaquin Delta College; Vocational Training Center Literacy Laboratory, Fresno City College; Applied Mathematics Career Programs--a Curriculum Development Model, Los Medanos College; Auto Literacy Program, Yuba College; and College Skills for Health Occupations Students, Vocational Education Special Topics, and Functional Literacy, Santa Rosa Junior College. (KC)

ED 335 529 CE 058 764

Godin, Joanne

Words of Promise: Voluntary Organizations Experiences with Literacy = Des Perspectives Reconfortantes: Experiences des Organismes Benevoles dans le Domaine de l Alphabetisation.

PUB DATE- Feb 91

NOTE- 61p.

LANGUAGE- English; French

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Child Welfare; Cooperative Programs; Correctional Education; Correctional Institutions; Developed Nations; Disadvantaged; Elementary Secondary Education; Foreign Countries; Illiteracy; *Literacy Education; Program Descriptions; Program Development; *Voluntary Agencies; Welfare Services; Youth Programs

IDENTIFIERS- *Canada; Canadian Child Welfare Association; Canadian Home and School and Parent Teacher Fed; John Howard Society of Canada; National Youth in Care Network (Canada); One Voice The Canadian Seniors Network; Salvation Army; Young Mens Christian Association Canada

Seven voluntary organizations in Canada looked at the literacy needs of the people who used their services. The Canadian Home and School and Parent-Teacher Federation began an 18-month pilot project focusing on "Literacy in the Information Age." It sponsored literacy exchanges in neighborhoods across Canada. The Canadian Child Welfare Association looked for ways to improve literacy opportunities for young people in the care of the child welfare system. It studied their literacy needs and identified the challenges, limitations, and barriers they faced. The Youth in Care Network documented the experiences of youth in the Canadian child welfare system and those who have become involved in the criminal justice system. The YMCA Canada offered literacy upgrading and also helped people improve their literacy skills in its other programs. The Salvation Army used computers in a pilot project to help homeless people, Native Canadians, new immigrants, single parents on social assistance, and recovering drug and alcohol abusers learn to read. The John Howard Society of Canada looked at how Canada s correctional institutions deal with illiteracy among offender populations and reviewed its literacy programs for adults who had been in trouble with the law. One Voice--The Canadian Seniors Network explored programs and services for elderly people to find out what assistance is available to illiterate seniors. (The booklet contains both French and English language versions.) (YLB)

ED 335 669 CS 010 701

Harris, Jane
Text Annotation and Underlining as Metacognitive Strategies to Improve Comprehension and Retention of Expository Text.

PUB DATE- 30 Nov 90
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1991). Some pages contain filled-in print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Area Reading; Higher Education; *Learning Strategies; *Metacognition; *Reading Comprehension; Reading Research; Recall (Psychology); *Retention (Psychology); *Study Skills
IDENTIFIERS- Expository Text; University of Arizona

A study compared a text annotation method to underlining to ascertain whether students were more likely to learn and remember material they had read using one strategy or the other. Subjects were 67 students in 4 classes of a 7-week study skills course. One group was trained in text annotation, one in underlining, and two control groups were given no training. Following pretests, all groups were given two text selections to read on two separate occasions, one selection taken from a history text and one from a science text. All groups were given multiple choice tests immediately following the reading and wrote delayed recalls of the information 3 weeks later. Three groups wrote immediate recalls of the information. Results indicated no significant differences between the two experimental groups on the immediate recalls, while one of the control groups scored higher in several areas. Scores for the delayed retellings indicated no significant differences between the two experimental groups except in the area of text comprehension for science. All three groups writing recalls scored significantly higher than the group which did not write recalls, indicating a strong connection between writing about reading and retention of information. Findings suggest that strategic underlining is an effective study technique for short term learning; that the annotation method, at least for science studies, is more effective for retention; and that a reading/writing connection may be a useful learning strategy when retention is a specific goal. (Appendixes contain the Mitchell-Irwin Retelling Profile used to score recalls, and several tables of data.) (SR)

ED 335 708 CS 506 865

Foss, Karen A.
Feminist Rhetoric: A Selected Annotated Bibliography.
PUB DATE- Mar 89
NOTE- 8p.; For the earlier edition, see ED 289 206.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Discourse Analysis; *Females; *Feminism; Language Usage; Political Issues; Rhetoric; *Rhetorical Criticism; Sex Role; *Social History; Womens Studies
IDENTIFIERS- Equal Rights Amendment; *Feminist Criticism; Rhetorical Community; Rhetorical Stance

An updated version of a 1984 publication, this 49-item annotated bibliography focuses on rhetorical analysis of American feminist rhetoric published in communication journals. The selections date from 1962 to 1988. (NKA)

ED 335 729 EA 022 337

Glasser, William

The Quality School: Managing Students without Coercion.

PUB DATE- 90

NOTE- 171p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Educational Improvement; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Leadership Styles; *Learning Motivation; *School Effectiveness; Social Control; *Student Motivation

Noncoercive student management practices to promote quality school work are examined in this book, which is based on the assertion that student motivation to perform quality work should not be compromised by focusing on minimal goals, such as dropout reduction and discipline problems. Replacement of the traditional coercive, divisive management approach by a unifying system of management is suggested to alleviate the problem of few students working hard. Teaching in a way to meet student needs, rather than coercing students to perform well on achievement tests, will reduce discipline problems and increase student satisfaction. Chapters provide information on the following: effective teaching; noncoercive management roles and strategies; control theory and motivation; characteristics of a quality environment; motivating student self-evaluation; applications of control theory to quality schoolwork; grades and other basics of a quality school; building a friendly workplace; dealing with discipline problems; and creating the quality school. Primary features of the plan are to remove coercion and promote student self-evaluation. (28 references) (LMI)

ED 335 752 EA 023 216

Larson, Colleen; And Others
Educational Choice.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Dec 90
NOTE- 138p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Educational Innovation; Educational Opportunities; Educational Planning; Elementary Secondary Education; Equal Education; *Free Choice Transfer Programs; *Open Enrollment; Policy Formation; *School Choice
IDENTIFIERS- Indiana; Minnesota

A comprehensive review of educational choice literature and selected programs compose part 1 of this report. "Educational choice" is a catchall term encompassing a variety of strategies to grant parents the freedom to select schools, educational programs, or sets of courses based on the specific interests and needs of their children. Advocates of choice offer increased competition, equity, local autonomy, and family centrality as arguments in support of their position. There are five primary categories of choice plans: inter-district open enrollment; intra-district programs; postsecondary options; second chance plans; and plans including private schools. Under a choice plan, schools are viewed as consumer institutions that must serve private interests. To ensure that private interests do not usurp the interests of education, policymakers must consider implications such as the idea that planning is a crucial component for choice program development. In part 2, case studies were conducted at five sites with operative choice programs to obtain first-hand impressions from 45 administrators, teachers, students and parents. A number of themes with implications for policymakers emerged from the studies, such as the finding that neither inter- nor intra-district open enrollment has been a significant incentive for school improvement. An appendix provides interview protocols used in the case studies. (99 references) (EJS)

ED 335 774 EA 023 251

Effective Schools Research and Dropout Reduction. Practitioner s Guide Series Number Five.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Dropout Prevention; Dropouts; *Effective Schools Research; Elementary Secondary Education; *High Risk Students; Outcomes of Education; School Effectiveness

A summary of research on effective school characteristics as they relate to dropout prevention and recovery is presented in order to inform practitioners of the literature in this area. The summary takes the form of discussions of the following research findings: (1) there are important similarities between effective schools and successful dropout reduction programs; (2) well-designed dropout prevention and recovery efforts are complemented by improvement programs based on effective schools research; (3) high expectations for all are important--separate programs for at-risk youth can communicate reduced expectations for academic performance; (4) clear goals and objectives are characteristic of effective schools; (5) consistently administered, explicit rules for student behavior establish a successful learning environment for at-risk students and dropouts; (6) effective classroom instructional and management activities can promote teacher involvement with and responsibility for the academic performance of at-risk youth; (7) close monitoring of individual performance can provide the individualized attention that at-risk youth often require; (8) research has defined goals for effective schools, but creative implementation strategies are still needed; and (9) effective school-based improvement and dropout reduction programs are more likely to be successful when they are implemented one school at a time. (34 references) (EJS)

ED 335 861 EC 300 603

Sitlington, Patricia L.; And Others
Adult Adjustment of Individuals with Severe/Profound Disabilities One and Three Years after Leaving School. Iowa Statewide Follow-Up Study.
PUB DATE- Apr 91
NOTE- 21p.; For a related document, see ED 332 466.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjustment (to Environment); *Employment; High Schools; Income; Individual Characteristics; *Individual Development; Leisure Time; Marital Status; Place of Residence; Postsecondary Education; *Severe Mental Retardation; Sheltered

Workshops; State Surveys; Transportation; *Vocational Adjustment; Wages; Young Adults
IDENTIFIERS- Iowa

The parents of 14 Iowa individuals with severe/profound mental disabilities were interviewed 1 and 3 years after their sons/daughters graduated from or "aged out" of high school. Two categories of information were sought concerning the adult adjustment of these individuals: (1) general status variables including marital status, place of residence, agencies contacted about employment opportunities, financial resources, leisure activities, means of transportation, sources of help in resolving problems, and amount of postsecondary training; and (2) employment variables including location of employment, wages, number of hours worked per week, and job benefits received. Results indicated that, both 1 and 3 years after exiting high school, individuals were very dependent upon others for housing, transportation, and financial assistance. Ten of the 14 individuals were employed 3 years after high school, but all in sheltered workshops with very low wages. There was little change in the life circumstances of the individuals between years 1 and 3. (Includes 20 references) (Author/JDD)

ED 335 883 FL 019 336

Clark, Eve V., Ed.; And Others
Papers and Reports on Child Language Development, Number 28.
PUB DATE- Aug 89
NOTE- 173p.; Title on cover pages varies slightly. Proceedings of the Annual Meeting of the Child Language Research Forum (21st, Stanford, CA, April 7-9, 1989). For individual papers, see FL 019 337-351.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adverbs; American Sign Language; *Child Language; Chinese; Creoles; Error Patterns; Grammar; Inupiaq; *Language Acquisition; *Language Proficiency; Language Research; Linguistic Theory; Morphology (Languages); Nouns; Phonology; Research Methodology; Samoan; Semantics; Sentence Structure; Singhalese; Stress (Phonology); Tone Languages; *Uncommonly Taught Languages; Verbs
IDENTIFIERS- Sesotho; Subject (Grammar); Wh Questions

Papers in this volume include the following: "The Structural Sources of Verb Meaning" (Lila R. Gleitman); "Acquisition of Noun Incorporation in Inuktitut" (Shanley Allen, Martha Crago); "Why Do Children Omit Subjects?" (Paul Bloom); "Acquiring Language in a Creole Setting: Theoretical and Methodological Issues" (Lawrence D. Carrington); "Children s Knowledge of Relative Scope in Chinese" (Yu-Chin Chien, Kenneth Wexler); "Problems in the Acquisition of Grammatical Tone" (Katherine Demuth); "Acquisition of Genitive Agents in Samoan" (Alessandro Duranti, Elinor Ochs); "Acquisition of Null Subjects and Control in Some Sinhala Adverbial Clauses" (James Gair, Barbara Lust, Lelwalla Sumangala, Milan Rodrigo); "A Sensitive Period for the Acquisition of Complex Morphology: Evidence from American Sign Language" (Dennis Galvan); "Language Acquisition of the Obligatory Contour Principle in English: Evidence from Child Language" (Heather Goad); "WH-Questions and Extractions from Temporal Adverbs: A Case for Movement" (Helen Goodluck, Julie Sedivy, Michele Foley); "The Sonority Cycle in the Acquisition of Phonology" (Gita Martohardjono); "An Acoustic Analysis of Young Children s Productions of Word Stress" (Karen E. Pollock, Diane M. Brammer, Carlin F. Hageman); "How Conservative Are Children? Evidence from Auxiliary Errors" (Karin Stromswold); and "Children s Production of Subjects: Competence, Performance, and the Null Subject Parameter" (Virginia Valian). (MSE)

ED 335 509 CE 058 675

Carver, Gerry

The Leisure Operation. Leisure Management Module. Operational Management Programme.

PUB DATE- 91
NOTE- 96p.; For related modules, see CE 058 670-680.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives; Continuing Education; Dining Facilities; *Employment Opportunities; *Entrepreneurship; *Facility Planning; Foreign Countries; Hospitality Occupations; Hotels; Independent Study; Learning Activities; Learning Modules; *Leisure Time; Management Development; *Managerial Occupations; Participant Satisfaction; Postsecondary Education; Recreation; Recreational Activities; Recreational Facilities; Site Development; *Supervision; Vacations
IDENTIFIERS- England

This module on the leisure operation is intended to enable the reader to develop an understanding of the special requirements and priorities in the development and management of a leisure operation. The material is presented in a self-instructional format in four sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. The four sections cover these topics: (1) evaluating the leisure opportunities; (2) developing leisure facilities; (3) preparing an operational plan; and (4) satisfying the leisure customer. (YLB)

ED 335 588 CG 023 581

Reed, John C.
Managing Stress and Burnout among Helpers in Rural Areas.
PUB DATE- May 91
NOTE- 6p.; Paper presented at the Annual Conference of the Canadian Guidance and Counselling Association (Halifax, Nova Scotia, Canada, May 21-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150)
DESCRIPTORS- *Burnout; Clergy; Counselors; *Helping Relationship; *Human Services; Nurses; Outreach Programs; Physicians; *Rural Environment; *Rural Population; Social Isolation; Social Support Groups; Social Workers; *Stress Management; Stress Variables

Individuals who work in the helping professions (physicians, counselors, nurses, pastors, and social workers) often work with individuals in stressful crisis situations. In addition to working in high stress situations, helpers in rural areas also suffer from isolation from support networks and peers that are available to urban helpers. This isolation may contribute to rural helpers burnout and symptoms of excessive stress. The Rural Health Outreach Program (RHOP) was developed to help these rural helpers cope with stress and burnout. The RHOP presents stress management programs through rural community agencies to identify stress, origins of stress, symptoms of excessive stress, and techniques to help manage stress and prevent burnout. The programs are skills-based and cover such topics as relaxation, massage, program development, confrontation, motivation, visualization, problem solving, conflict management, communication, and time management. The programs are presented in a basic format of "Tell, Show, Do." Results from the program thus far are encouraging. All community agencies that have started the program are continuing. The program seems successful in that the helpers in the rural areas report more satisfaction in their work and they are still on the job. (NB)

ED 335 608 CG 023 601

Gama, Elizabeth Maria Pinheiro; de Jesus, Denise Meyrelles
School Achievement and Causal Attribution Patterns among Low Income Students.
PUB DATE- Aug 91
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Failure; *Attribution Theory; Elementary Education; *Elementary School Students; Expectation; Foreign Countries; Grade 1; Grade 3; Grade 5; *Locus of Control; *Low Income Groups; Self Esteem; Success
IDENTIFIERS- *Brazil

This research assessed the impact of the experience of academic success and failure on the causal attribution patterns of low income Brazilian elementary school students. The sample consisted of 147 first, third, and fifth graders, previously classified as success or failure students. Causal attribution was measured through individual interviews and content analyzed according to Weiner s dimensions: locus, causality, and controllability. First graders were pre- and post-tested. The cross-sectional analysis across the grades revealed the differential impact of school success and failure on the students attributional patterns. While there was no difference between groups until the third grade, fifth graders classified as success or failure students presented a different attributional configuration. Among the fifth grade success students, the predominant attributional pattern to success was internal, stable, and controllable, suggesting consistent academic motivation, higher expectations of future success, pride, and self-esteem. Among the failure students, the predominant attributional pattern for failure situations was internal, stable, and uncontrollable, suggesting lower expectations of success and the arousal of feelings of fear, generated by the anticipation of future failures, reduced self-esteem, and feelings of shame. (Author/NB)

ED 335 649 CS 010 671

Anderson, Philip M.; Rubano, Gregory
Enhancing Aesthetic Reading and Response. Theory and Research into Practice (TRIP) Series.
PUB DATE- 91
NOTE- 97p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *English Instruction; Essays; Fiction; Poetry; *Reader Response; Teaching Methods; Theory Practice Relationship; Writing Assignments
IDENTIFIERS- *Aesthetic Reading

Observing that basal readers and standardized testing lead teachers to focus on facts when dealing with novels or poetry in class, this monograph discusses research on response to literature. The monograph also presents classroom activities designed to allow students to explore the forms, the language, and the imagery of fiction, poetry, and essays--activities which recognize the power of literature to trigger personal insights and expand awareness. Activities presented in the monograph include: (1) Altering Text; (2) Verbal Scales; (3) Choosing Critical Questions; (4) Literary Cloze Techniques; (5) Imagic Umbrellas; (6) Dependent Authorship; and (7) Poetry as Response to Poetry and Prose. A note on curriculum and instruction concludes the monograph. A 67-item bibliography is attached. (RS)

ED 335 709 CS 507 172

Crawford, Lyall
Construing Interview Data and Re-Presenting the "Other."
PUB DATE- Feb 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Data Interpretation; *Ethnography; *Evaluation Criteria; *Evaluation Methods; Interviews; Social Sciences; Tape Recordings
IDENTIFIERS- *Ethnomethodology; *Researcher Subject Relationship

Ethnographic study, which calls for tape-recorded interview data, requires a means of interpreting such data. One manner of interpretation is the fairly typical approach of providing descriptive and interpretive accounts of the persons who populate particular social scenes. Excerpts from or transcripts of recorded interviews are often used to support the accounts. A second, more playful method of interpretation approaches the production of ethnography and the use of interview data as an opportunity to experience an elevated state of awareness and a deepended understanding of what it is to live lives and make sense. While the former method creates an intrusive power relationship with the interviewer in control, the latter considers the process as if the participants were co-authoring the text/interview. Both enthographer and informant can elevate their minds, to become co-writers of a personal essay that is an ethnography of mind. (A sample ethnography is included; 15 references are attached.) (SG)

ED 335 797 EA 023 296

Calhoun, Emily F.
A Wide-Angle Lens: How To Increase the Variety, Collection, and

Use of Data for School Improvement.
PUB DATE- Apr 91
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Data Collection; *Educational Assessment; *Educational Improvement; Educational Planning; Elementary Secondary Education; *Evaluation Utilization; Program Evaluation; *Self Evaluation (Groups)

The progress made by 24 League of Professional Schools in increasing the variety, collection, and use of data during 1990-91 is examined in this paper. Three goals of the league are to involve schools in action research for school improvement, increase teacher participation through shared governance, and develop school improvement initiatives. Methodology involved analysis of the 24 schools action plans, 2 planning surveys, and conference discussions. Findings indicate that participating school teams need information about assessment devices--particularly availability and procedures--and formulation of specific assessment goals. Confrontation with data initiates action for change, often producing beneficial outcomes. Four tables and two figures are included. (18 references) (LMI)

ED 335 819 EC 300 561

Special Education Review. Action Plan.

PUB DATE- Jan 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Coordination; *Delivery Systems; *Disabilities; *Educational Assessment; Educational Change; *Educational Planning; Elementary Secondary Education; *Financial Support; Foreign Countries
IDENTIFIERS- *Alberta

This Action Plan sets out a series of recommendations designed to support and deliver an extensive network of social, medical, and educational programs and services for children with special needs in Alberta, Canada. The plan focuses on three areas: funding for services, coordination and delivery of services, and assessing outcomes and developing performance standards. For each area, background information is provided, followed by principles/guidelines, issues, and recommended actions. The plan calls for a fundamental change in the way services for special needs children are supported, as the role of schools has changed, requiring schools to deliver a variety of instructional and non-instructional services to accommodate all students. Appendices contain: (1) a description of the actual experiences of a child with a disability and his family, with a scenario describing service coordination in the future; (2) descriptions of Alberta education grants to school jurisdictions for special education, 1990-91; (3) a glossary of terms related to student outcomes; and (4) three scenarios describing the use of outcomes and standards with exceptional students. (JDD)

ED 335 930 FL 019 420

Hornberger, Nancy
Creating Successful Learning Contexts for Biliteracy.
PUB DATE- 90
NOTE- 22p.; In: Penn Working Papers in Educational Linguistics, Volume 6, Number 1; see FL 019 419.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- R^ports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; Cambodians; *Classroom Environment; Comparative Analysis; *Educational Objectives; *English (Second Language); Grade 4; Grade 5; Institutional Characteristics; Instructional Materials; Interaction; Intermediate Grades; Interpersonal Relationship; *Learning Motivation; Puerto Ricans; Second Language Programs; Student Characteristics; Urban Schools
IDENTIFIERS- *Biliteracy; *Language Minorities; Philadelphia School District PA; Pullout Programs; Two Way Bilingual Education

Based on a long-term comparative ethnographic study in two Philadelphia (Pennsylvania) public schools, the study reported here describes what two teachers do to create successful learning contexts for the biliterate development of linguistic minority children in their classes. Two classrooms situated in contrasting community, program, and language contexts are examined: a fourth/fifth grade in a two-way maintenance bilingual education program for Puerto Rican children and a fourth grade in a mainstream/English-as-a-Second-Language pullout program for Cambodian children. The learning contexts are discussed in terms of four themes identifying critical aspects of contexts for teaching biliteracy: motivation, purpose, text, and interaction. Specifically, the study asks what it is that these teachers do that goes beyond good teaching to be good teaching for biliteracy, and how their approaches differ according to the particular configuration of biliterate contexts, biliterate media, and individual biliterate development of the linguistic minority children in their classes. (Author/MSE)

ED 335 549 CE 058 812

Literacy at Work: A Multi-Agency Collaborative Project. Final Report.

SPONS. AGENCY- Department of Labor, Washington, D.C.

PUB DATE- Sep 90

NOTE- 10p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; Adult Literacy; *Agency Cooperation; *Coordination; *Economically Disadvantaged; *Employment Potential; Federal Programs; Illiteracy; *Literacy Education; Mathematics Instruction; Out of School Youth; Reading Instruction; Referral; Remedial Programs; Staff Development; Testing; Welfare Recipients; Writing Instruction

IDENTIFIERS- Job Training Partnership Act 1982; Ohio (Cuyahoga County)

A Cuyahoga County (Ohio) project developed a multiagency, comprehensive basic skills improvement system designed to increase the employability of people receiving public assistance, out-of-school youth, and Job Training Partnership Act (JTPA) clients. An advisory committee composed of individuals representing the collaborative groups was established to guide the activities and ensure all collaborators were informed and involved. At least 400 intake workers and employment counselors participated in a 90-minute training session. Although an initial objective was to upgrade the county JTPA testing system so that test results in reading and math would be more meaningful with regard to client placement, it became clear that it would be practical to have as many agencies as possible using a common testing tool. Recommendations were to find an acceptable, not perfect test; decide upon "passing levels"; develop a referral process; and develop a client tracking process. Recommendations with respect to referral were the importance of orientation, communication, and linkage with all agencies. Classroom training programs at the fourth- to eighth-grade levels in writing and mathematics were found to be more effective when students were subdivided into separate and distinct classes by levels of ability. Other recommendations for training were use of computer-assisted instruction and nontraditional teaching methods. (YLB)

ED 335 568 CG 023 561

Bowen, Gary L.
Family Adaptation to Relocation: An Empirical Analysis of Family Stressors, Adaptive Resources, and Sense of Coherence. Technical Report 856.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Jul 89
NOTE- 36p.; For related documents, see CG 023 562-565.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Enlisted Personnel; *Family (Sociological Unit); Family Attitudes; Family Mobility; Family Problems; *Military Personnel; Officer Personnel; Organizational Climate; Overseas Employment; Parents; *Predictor Variables; *Relocation; Well Being

This study investigated ways to improve family wellness during a critical period of family stress, the adaptation to relocation overseas. The study is based on a secondary analysis of the "1000 Army Families Dataset," which was collected in 1983. The final sample consisted of 983 officer and enlisted intact families in which the husband was in the Army and the wife was a civilian. Compared with earlier analyses of this dataset, additional concepts were specified to determine their relative influence on family adaptation, and separate analyses were conducted for: enlisted members, spouses of enlisted members, officers, and spouses of officers. The findings clearly supported the importance of congruency of expectations and actual experiences about life in Europe on the level of family adaptation. This factor emerged as the best predictor of family adaptation for all four subgroups. Specifically, family adaptation was highest in families where the actual experiences (e.g., the job, housing, and schools), were the same or better than expected before arrival in Europe. In addition, the level of community support also emerged as an important predictor of family adaptation for each of the subgroups. Additional variables predictive of family adaptation for selected subgroups included recent and post-move stressor events. (Author/ABL)

ED 335 628 CS 010 068

O Flahavan, John F.

Teacher Research and Other Research Communities: A Case for Desegregation.

PUB DATE- May 90
NOTE- 19p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; Educational Research; Literacy; *Research Methodology; *Theory Practice Relationship
IDENTIFIERS- Educational Issues; Hierarchical Control; *Teacher Researcher Relationship; Teacher Researchers

The overall segregationist milieu of the educational enterprise serves to forestall movement in the search of a comprehensive theory of literacy and literacy instruction. Building such a theory mandates a democratically disposed, pluralistic research community. Sociologically, the theory-to-practice norm sustains an artificial hierarchy within the membership of the educational enterprise. In addition, a number of segregated philosophical and methodological camps exist. The search for the generalizable theory and/or practice also stands in the way of the desegregated research community in which all participants inform theory. Such a radical shift in the way in which literacy research is done can be accomplished by having: (1) teachers travel to university settings; (2) researchers travel to school settings; (3) researchers and teachers travel to students settings; (4) teacher research become either a substitute or complement to traditional staff development initiatives; (5) teacher research given equal opportunity at conferences and in journals; and (6) preservice teacher education explore teacher research infusion models. Teacher research should be a welcome force in the search for increasingly comprehensive and sophisticated theories and methodologies related to literacy and literacy instruction. (Three diagrams are included; 19 references are attached.) (RS)

ED 335 689 CS 212 984

Cook, Betsy B.

The Administrator and the College Press: Strategies for a Successful Relationship.

PUB DATE- Feb 89

NOTE- 16p.; Paper presented at the National Seminar on Successful College Administration (Orlando, FL, February 1989).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Policy; *Administrators; Higher Education; Journalism; *School Newspapers; *Student College Relationship; *Student Publications; *Student Rights

IDENTIFIERS- *Administrator Rights; First Amendment; Freedom of Information Act; Hazelwood School District v Kuhlmeier

Encountering an aggressive student press can be an intimidating and frustrating experience for an administrator. By understanding the rights and responsibilities of a college newspaper staff, administrators can improve their relationships with the press, as well as benefit themselves by using the newspaper to inform campus groups of important information. Although student newspapers are often associated with schools or departments of journalism and have faculty or staff advisors, the advisor has no editorial control or censorship rights. Administrators, however, can use letters to the editor expressing opinions or concerns about campus issues to gain access to the student newspaper. In addition, when mistakes appear in the student newspaper, the administrator should contact the editor or managing editor. Most student newspapers will publish a correction in the next edition, and some will even publish clarifications of previously published stories. Freedom of information laws and legal precedents set in the United States Supreme Court s decision in the case of "Hazelwood School District v Kuhlmeier" and other cases illustrate that school authorities may not censor content, withdraw financial support, or fire editors over disagreements in viewpoint if the newspaper is legally considered a "forum for student expression" or a "public forum." It is important for administrators to understand the areas of the student press that can be regulated or censored if there is a threat of substantial disruption of the educational environment or liability. (Nineteen notes are included and 12 references are attached.) (PRA)

ED 335 841 EC 300 583

Bell, Laura C.; And Others

Literacy and Science: The Development of Deaf Students Writing Skills in Networked Science Classrooms.

PUB DATE- Apr 91
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Networks; *Deafness; Earth Science; Error Analysis (Language); Grammar; Junior High Schools; *Science Instruction; Special Classes; Writing Across the Curriculum; Writing Evaluation; *Writing Improvement; Writing Skills; Written Language
IDENTIFIERS- Lexington School for the Deaf NY

The Lexington School for the Deaf (New York) has developed a program which involves deaf students in extensive writing within the science curriculum through utilization of a local area network of linked computers. The program is intended to counter the students low science achievement and poor written language skills. Originally developed for use in the pre-highschool Earth Science curriculum, the technology was used during 1990 with 10 deaf children (median reading grade level 4.1) in a high school preparatory class. Students used the computers to communicate with the teacher and to complete assignments including logs, summaries, reports, problem solving, story completion, filing, tests, and short-answer quizzes. Several writing measures were used to evaluate children s writing samples: a measure of writing errors, a measure of connectedness in writing, and a number of holistic measures. Analysis of changes in student writing indicated a significant reduction in writing errors and in failures to connect sentences meaningfully. Most errors were errors of reference and location, typical in the writing of the deaf. Includes five references. (DB)

ED 335 906 FL 019 379

Echantillons du travail ecrit des eleves. Francais 6e annee, teste de rendement, juin 1988 (Sample of the Written Work of Students. 6th Grade French Achievement Test, June 1988).

PUB DATE- Feb 89
NOTE- 48p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; *Evaluation Criteria; Foreign Countries; *French; Grade 6; Intermediate Grades; *Scoring; Teaching Methods; Writing (Composition); *Writing Evaluation; *Writing Tests
IDENTIFIERS- Alberta Achievement Testing Program

This collection of student essays provides illustrations of the criteria used to grade the composition portion of the sixth-grade achievement test used in Alberta (Canada). An introductory section describes the procedures for selecting the essays used, establishing scoring norms, and scoring the tests, and offers general comments on the writing processes used by students and the teaching techniques they reflect. The text of the composition segment of the achievement test is also included. Writing samples are presented exactly as they appeared to the scorers, in the students handwriting. Some samples are accompanied by the student s notes. The scorer s general comments precede the text of each essay, and specific comments on content, theme development, sentence structure, vocabulary, usage, and other aspects are presented in the margin of the text. A concluding section summarizes the comments. Specific scoring criteria for each category of comment (content, theme, etc.) are appended. (MSE)

ED 335 452 CE 058 517

Cole, Paul F.
Children at Work: Peril or Promise?
PUB DATE- Feb 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Career Awareness; Career Education; *Child Labor; Child Welfare; *Compliance (Legal); Curriculum Development; *Education Work Relationship; Employment Practices; *Labor Legislation; Law Enforcement; Public Policy; School Business Relationship; Secondary Education; State Legislation; State Programs; Statewide Planning; *Youth Employment; Youth Problems

A 1990 U.S. Department of Labor strike force found child labor violations in more than 1,760 of 3,776 businesses investigated. Data from the American Youth Work Center, the National Consumers League, and the New York State Department of Labor also indicate increased numbers of child labor violations. Child labor has a long history in the United States. In 1938, the Fair Labor Standards Act raised the full-time working age and put limitations on labor conditions for 14- and 15-year-olds. Every state, including New York, has passed laws regulating child labor. Employed teens have been reported to have lower grades and fail to complete homework; on the other hand, they may learn good workplace habits and practical skills and gain self-confidence. The challenge to public policy makers is to develop a set of conditions that allows adolescents to gain from their work experience while avoiding the pitfalls that teenage employment entails. Although efforts are currently underway at both state and federal levels to tighten child labor laws, the laws will be meaningless unless they are effectively enforced. Since enforcement is essentially "complaint" driven, teenagers must be informed of their rights. A New York State curriculum project has been designed to acquaint teens with state labor law provisions. Schools and employers must work together to protect children and ensure that their work experiences enhance their educational experiences. (YLB)

ED 335 471 CE 058 583

Nelson, Orville; And Others

Composite Evaluation Report for Secondary Vocational Education in Wisconsin 1990-1991.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE- 91
NOTE- 371p.; For a related document, see CE 058 582.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advisory Committees; Articulation (Education); Career Planning; Employer Attitudes; Graduate Surveys; *Outcomes of Education; Parent Participation; Participant Satisfaction; *Program Effectiveness; Program Evaluation; School Business Relationship; *Secondary Education; *Self Evaluation (Groups); Statewide Planning; Student Attitudes; Teacher Attitudes; *Vocational Education; Vocational Followup
IDENTIFIERS- *Wisconsin

This report presents a summaay and synthesis of data from 43 Wisconsin schools, each of which conducted an extensive vocational program self-evaluation in 1990-91. Chapter 1 provides an overview of the evaluation project process, including the survey instruments used and a list of participating schools. The next eight chapters provide a review of selected data from the aggregate data for these groups: students 1 year and 5 years after graduation and noncompleters; employers of students 1 year and 5 years after graduation; current high school and middle/junior high school students; staff; advisory committees; parents; secondary/postsecondary institutions; and boards of education. Each chapter also provides tables and graphs that display selected information from the composite tables. Chapter 10 provides tables that address each of the six vocational program areas as well as the special needs populations, including handicapped, limited English proficient, and disadvantaged. A concluding chapter summarizes selected data from each of the groups surveyed. Appendixes, amounting to over three-fifths of the report, include the survey instruments used, the aggregate computer tables, a glossary of terms, and a list of acronyms. (YLB)

ED 335 490 CE 058 630

Bakri, Mohammad Saleh

Effect of the Relationship between Agricultural Extension Agents and Wheat Farmers in Medina Region, Saudi Arabia, on the Adoption of Appropriate Wheat Production Practices. A Summary Report of Research. Department Information Bulletin 91-3.

PUB DATE- Jul 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Adult Farmer Education; Agricultural Education; Agronomy; Attitudes; *Change; Change Strategies; *Extension Agents; *Farmers; Foreign Countries; Grains (Food); *Helping Relationship; Information Sources; Intervention; Rural Areas; *Rural Extension
IDENTIFIERS- *Saudi Arabia

The relationship between agricultural extension agents and wheat farmers in the Medina region, Saudi Arabia, was analyzed, based on each group s perception of the relationship. Participants were 73 randomly selected wheat farmers and 31 of 34 agricultural extension agents working in the region during spring 1990. Farmers were interviewed, and extension agents were given questionnaires. The following statistical tests were used to analyze data: frequencies, means, standard deviation, percentages, correlated t-test, Spearman correlation, and chi-square test. Findings indicated that extension agents did not perform the role of demonstrator at the level farmers expected. Most farmers preferred neighbors as sources of agricultural information. Farmers who adopted farm practices examined in the study were those who had higher education, had studied agriculture, and had a large amount of land in wheat production. There was no association between 7 of the 12 sources of information used by farmers and extension agents, and farmers used the sources to a greater extent. Farmers perceived their relationship with the extension agent as only slightly beneficial at best. Findings implied that extension agents should give small landholding farmers more attention, identify and work closely with opinion leaders, and learn and transfer information. Recommendations for the extension system and for further research were made. (75 references) (YLB)

ED 335 530   CE 058 768

Hoerner, James L.; And Others
Professional Development Programs, Leadership, and Institutional Culture: Lessons from a Study of Professional Development Programs for Community College Occupational-Technical Faculty.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Environment; *College Faculty; College Programs; Community Colleges; Educational Benefits; *Faculty College Relationship; *Faculty Development; Institutional Characteristics; Leadership Training; Program Descriptions; Two Year Colleges; *Vocational Education Teachers
IDENTIFIERS- *Alamance Community College NC; Edmonds Community College WA; Midlands Technical College SC; Mid Michigan Community College; *Southwest Virginia Community College; York Technical College SC

A 2-year study was made of professional development programs for occupational-technical faculty in community, technical, and junior colleges. During the first year of the study, a survey of 1,252 community, technical, and junior colleges was conducted. Of the 878 institutions that returned surveys, 708 (85 percent) offered professional development for occupational-technical faculty. Of the 708, 16 community colleges were identified as having exemplary professional development programs. The second year of the study took a closer look at six of those institutions (Southwest Virginia Community College, Edmonds Community College, Midlands Technical College, Alamance Community College, Mid Michigan Community College, and York Technical College) through interviews with administrators and faculty; focus groups; and an examination of their activities, philosophies, and structures. Six themes emerged from these successful professional development programs: (1) the institution has strong leadership that maintains an emphasis on growth and development; (2) full-time faculty perceive a supportive environment with professional development an outcome of such caring; (3) part-time faculty see themselves as significant but lesser members of the institution; (4) both institution and individual benefit from professional development; (5) professional development activities are diverse and oriented to individual needs; and (6) limitations and barriers to professional development are recognized and overcome. (11 references) (KC)

ED 335 589 CG 023 582

Flamer, Mary Guess

Helping Pregnant and Parenting Students Complete Their Education: An Intervention Program Guide.

PUB DATE- May 90
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Dropout Prevention; *Early Parenthood; *High Risk Students; Potential Dropouts; *Pregnant Students; Program Development; *Program Implementation; Secondary Education

This guide was designed to help local educators develop and implement a comprehensive program to support pregnant and parenting teenagers and assure them access to the resources and models they need to complete their education. Section I includes an overview of the demands faced by these young people and reviews the available research on pregnancy, parenting, and staying in school. Section II describes the characteristics of a model intervention program for pregnant and parenting teenagers. It lists considerations for establishing a program then goes on to discuss these program components: (1) basic academic and life skills education for pregnant and parenting students; (2) social services counseling; (3) infant care; and (4) health services. A discussion of teenage fathers is included. Section III provides a listing of federal and state funding available for programs that address the needs of pregnant and parenting students. Each listing is accompanied by a brief overview of program features. Information related to pregnant and parenting teenagers is appended, including laws; sample school policies; an annotated listing of curricula, curricular aids, and other resources; a list of model programs; a list of New Jersey state programs; and a list of organizations and associations. (NB)

ED 335 650 CS 010 672

Armstrong, James O.; Armbruster, Bonnie B.

Making Frames for Learning from Informational Text. Technical Report No. 542.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Sep 91

NOTE- 22p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; *Content Area Reading; *Instructional Materials; Intermediate Grades; Junior High Schools; *Learning Strategies; Middle Schools; *Reading Comprehension; Reading Research; *Teacher Developed Materials; Text Structure; *Visual Learning

IDENTIFIERS- *Organizational Frames; Text Factors

Visual representations of the main ideas of information text (frames) help middle-grade students learn from reading. A study investigated frame development by middle-grade teachers. Twenty-seven teachers worked alone and collaboratively to frame experimental passages that had been selected from content area textbooks in social studies and science. Their conversations were also audiotaped. Results indicated that for each content area text, 75% of the frames used the same basic formats and represented the same major ideas from text. Frames varied considerably, however, in accuracy and completeness of representing subordinate concepts and in explicit use of text terms. Results also showed that collaboratively produced frames generally had higher degrees of completeness, accuracy, and explicitness than did frames produced by individual teachers. Analysis of the frames and the audiotaped conversations revealed the challenges of the framing process and the results of collaborative work. Suggestions for teachers on developing frames include: (1) think about text structure and frame formats when reading; (2) use ready-made frame formats or develop regular frame formats; (3) work with another person; (4) check text for accuracy and information; (5) be sensitive to problems with text; and (6) make frames simple and unified.

(Eight figures of frames are included and 17 references are attached.) (PRA)

ED 335 670 CS 010 708

Literacy in Classrooms: Reports of Classroom Research Projects Conducted by Teachers.

SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Jun 91
NOTE- 330p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Classroom Research; Elementary Secondary Education; Foreign Countries; *Literacy; *Parent Participation; *Reading Attitudes; *Reading Instruction; Reading Programs; Reading Research; Summer Programs; Tutoring; Writing Research
IDENTIFIERS- *Canada; Paired Reading; Reading Motivation; Teacher Researchers

Reporting on small-scale classroom research projects dealing with diverse aspects of literacy, this collection of 13 research reports from Canada emphasizes common themes. These themes are: the need for parental participation in literacy and numeracy development, the beneficial effects of tutoring, the need for a wide and varied classroom collection of books of interest to children, the strong connection between reading and writing, and the use of computers to develop the skills of an author. Reports in the collection are: "Promoting Reading: A Caring Partnership Approach" (Linda Graves and Roberta Richert); "A Home Reading Program for Children for Whom English is a Second Language" (Patricia Gudlaugson and others); "Summer Paired Reading Project: Learning with Love" (Alison K. Beil); "Literature-Based Co-operative Reading Program" (Connie Barkase and Nancy Farrell); "Paired Reading in Portage: How Parents Made a Difference" (Catherine M. Hoover); "1-2-1 Tutoring: An Impact Study" (Donald E. Cordell); "The Use of the Reading Styles Inventory in Increasing Reading Rates and Comprehension of Middle Level Students" (Sheila Gabert); "Mathematical Literacy: It s for Everyone" (Kerry Black and others); "K.V. Literacy Profile Project" (John Calder and others); "Sustaining the Joy: A Study into Adolescent Aliteracy" (Susan M. Leppington); "Computer-Mediated Writing: The Writer in Electronic Residence" (Trevor Owen); "Let s Write Together" (Martha Gabriel); and "Nurturing Early Literacy: A Literature Based Program for At-Risk First Graders" (Elizabeth L. Strong and Lori Wilki). (RS)

ED 335 710 CS 507 176

Mongeau, Paul A.; Hale, Jerold L.
Attributions of Responsibility for Relational Transgressions.
PUB DATE- 19 Feb 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Affective Behavior; Communication Research; *Dating (Social); *Emotional Response; Higher Education; Motivation; Research Methodology; *Sex Differences; *Sex Stereotypes; Spontaneous Behavior; Undergraduate Students
IDENTIFIERS- *Affective Response; Communication Behavior; *Communication Strategies; Emotions

Working from prior findings on the relationship between transgression, intent, guilt, and other factors, researchers reviewed a series of studies of undergraduate students. The students were offered varying hypothetical scenarios in which a member in a heterosexual relationship meets a friend of the opposite sex in a bar. In each case, after talking and drinking at the bar, the two people leave the bar to go to the friend s apartment to watch a movie, and end up having sexual intercourse. The varying factors in the scenarios were the sex of the transgressor, the degree of intent, the presence or absence of a revenge motive, and the degree of relational familiarity (the length of the relational partners dating period). As one critic had speculated, the unintentional transgressor was more likely than the intentional one to feel guilt. Communication strategies which people use to explain their transgressions were quite consistent across studies, and data were consistent with one version or another of the sexual double standard. (Two figures are included; 25 references are attached.) (SG)

ED 335 730   EA 022 500

Progress in Education: A Report to the Community, 1989-90.
PUB DATE- Oct 90
NOTE- 1,173p.; For an earlier report, see ED 312 755.
LANGUAGE- English
EDRS Price- EDRS Price - MF09/PC47 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests;
  *Educational Assessment; Elementary Secondary Education;
  *Outcomes of Education; Personnel Data; School Districts;
  *School Effectiveness; School Personnel; Standards; *Test Norms
IDENTIFIERS- *Columbus Public Schools OH

Information on student achievement and personnel data is contained in this annual report of Columbus, Ohio, Public Schools for 1989-90. Section 1 offers a report on districtwide student achievement data. Eleven tables present mathematics, language, and reading scores and compare them to national averages. The second section presents three tables on 10-year enrollment projections, financial data, and pupil and staff data. Individual building reports are contained in the third section. Goals, goal-related activities, plans, achievement test results, and personnel data are presented for senior high, middle, elementary, and special schools; career centers; the Metropolitan Education Center; and the Adult Center. (LMI)

ED 335 753 EA 023 217

Tyree, Alexander K., Jr.

Examining the Evidence: Have States Eliminated Local Control of the Curriculum?

SPONS. AGENCY- Center for Policy Research in Education.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 91

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Government Role; Guidelines; *Mathematics Curriculum; *School District Autonomy; Secondary Education; *Secondary School Curriculum; *Social Studies; *State School District Relationship

IDENTIFIERS- California; *Curriculum Management; Florida; New York; Texas

Findings reported in this paper derive from data in state curriculum documents, reports, and phone interviews with state officials in New York, California, Florida, and Texas. Evidence from the burgeoning state-level curriculum control systems for high school mathematics and social studies in these states suggests that both advocates and critics of state top-down reforms might be exaggerating the effects of state curriculum policies. When analyzed in terms of prescriptiveness, consistency, authority, and power, these state curriculum control policies seem to leave considerable discretion to school districts, schools, and teachers. All four states present unfinished pictures of curriculum control and have yet to link all the curriculum policies. Only California and Texas have linked curriculum policies consciously around their curriculum guidelines. New York, the most prescriptive state, specifies content and skills at the unit level for required courses. California prescribes subject content and student skills in curriculum guidelines more generally. Texas and Florida s prescriptions are limited mainly to identifying desired basic skills loosely connected with various courses. States might not have achieved the uniformly high authority necessary to claim pervasive influence on practice. Five data tables support observations and conclusions. (6 references) (MLH)

ED 335 775 EA 023 252

Randall, Ruth E.; Geiger, Keith
School Choice: Issues and Answers.
PUB DATE- 91
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Educational Vouchers; Elementary Secondary Education; *Nontraditional Education; *Parent Participation; *Parent School Relationship; Policy Formation; Program Implementation; *School Choice; *State Programs; Tax Credits
IDENTIFIERS- *Minnesota

Issues in school choice are addressed, with a focus on Minnesota. The first chapter presents a rationale in support of school choice, examining school choice as a catalyst for change based on American values. Outcomes of choice include parent influence over state allocation of resources and changes in the roles and responsibilities of educators, students, and the community. Chapter 2 offers conditional support for choice, mitigated by a concern that choice may replace adequate funding. Conditions under which the National Education Association would endorse choice are presented, as well as an appraisal of existing approaches and summaries of three NEA-sponsored experiments in Harlem, New York; Cambridge, Massachusetts; and Richmond, California. The third chapter summarizes the major litigation issues in eight states--Arkansas, Idaho, Iowa, Minnesota, Nebraska, Ohio, Utah, and Washington--and analyzes the pros and cons of the following issues: desegregation, space, timelines, transportation, voluntary/compulsory participation, state aid, consumer information, special needs students, evaluation, and grievance procedures. Chapter 4 offers a case study of Minnesota s choice programs and strategies. Two major challenges are discussed in the final chapter: (1) implementation and evaluation; and (2) new roles and responsibilities of administrators, policy makers, and practitioners. The appendix contains NEA criteria for developing and implementing choice plans. (42 references) (LMI)

ED 335 798 EA 023 297

Gomez, Manuel N.; And Others
To Advance Learning: A Handbook on Developing K-12 Postsecondary Partnerships.
PUB DATE- Oct 90
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College School Cooperation; Collegiality; *Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Institutional Cooperation; *Shared Resources and Services
IDENTIFIERS- *California

A model for school/college partnerships called Project STEP (Student/Teacher Education Partnership) is described in this handbook, which outlines the project s history and elements for success. Sections focus on defining "partnership" and other forms of collaboration; describing effective organizational structures; defining shared goals, resolving conflict, and developing collaborative strategies; establishing an administrative council; identifying and securing fiscal and human resources; establishing programs for student support and parental involvement; developing methods for evaluation and communication; and sustaining leadership and momentum. Appendices include information on the chronology and people of STEP, a list of selected programs and organizations, and an annotated bibliography. (68 references) (LMI)

ED 335 820 EC 300 562

Corthell, David W.; Fleming, Ken
Aging in America: Implication for Vocational Rehabilitation and Independent Living. Institute on Rehabilitation Issues (17th, Las Vegas, October, 1990).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 90
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aging (Individuals); *Delivery Systems; *Disabilities; *Employment; Independent Living; Individual Characteristics; Networks; *Older Adults; Public Policy; Social Action; *Vocational Rehabilitation

This guide examines rehabilitation of older persons with disabilities, to improve understanding of the problems that older workers face and to assist in helping them become employed or functionally independent. Chapter 1, "Overview of Aging and the Work Force Characteristics," presents demographic characteristics concerning the age of work force participants, income, living arrangements, and disabilities, and describes programs for older persons. "Perceptions of Aging" explores common perceptions in the areas of health, senility, and productivity and notes such positive qualities as family role and community role. "Vocational Rehabilitation Issues: The Counselor s Perspective" discusses the impact of the aging population on rehabilitation at the service delivery level, with special emphasis on networking. "Independent Living and Aging/Disability" provides a historical perspective and discusses funding, service models, and elements of a rehabilitation model. "Administrative Issues" considers what is being done now with older workers, why older disabled persons want to work, and why employers would hire them. "Rehabilitation and Public Policy Issues in Aging" notes existing policies and needed changes. An appendix describes lack of services and action options in such areas as mental health, nutrition, long-term health care, day programs, housing, and legal services. (Includes a bibliography of 64 items and a list of seven additional readings.) (JDD)

ED 335 862 EC 300 604

Hunt, Pam; And Others
Teaching Conversation Skills to Individuals with Severe Disabilities with a Communication Book Adaptation. Instructional Handbook.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Demonstration Programs; Elementary Secondary Education; Family Involvement; Generalization; Individualized Programs; Interaction; Interpersonal Communication; *Interpersonal Competence; Picture Books; Pragmatics; *Severe Mental Retardation; Skill Development; Social Behavior; *Teaching Methods
IDENTIFIERS- Communication Strategies; *Conversation; *Turn Taking

Research on communication instruction for students with severe intellectual disabilities is reviewed, focusing on the pragmatic elements involved in accomplishing a successful communicative exchange. A federally funded project, called the "Conversation and Social Competence Research Project," is then described. The project sought to develop an effective conversation training program that would provide students with severe disabilities with the skills and adaptations they need to initiate communicative social interactions and maintain reciprocal turntaking. The project conducted four studies, which investigated: the relationship between conversation skills and inappropriate social interaction behaviors; interacting with peers through conversation turntaking with a communication book adaptation; generalized effects of conversation skill training; and using a communication book adaptation at home with informed family members. Results of these studies led to the development of a conversation training program for elementary to high-school age students. Program components include generation of topic menus to guide the content of each participant s conversation; development of individualized communication books (containing photographs and drawings of objects, places, actions, and people associated with the topic menu items) to serve as the conversation medium; and training on a specific "turntaking" structure. Appendices contain pages from conversation books, a Partner Training Script, a description of conversation training, and a conversation data sheet. (Includes 39 references) (JDD)

ED 335 884 FL 019 337

Gleitman, Lila R.
The Structural Sources of Verb Meaning.

PUB DATE- Apr 89
NOTE- 50p.; In: Papers and Reports on Child Language Development, Number 28, p1-48, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Cognitive Mapping; *English; *Language Acquisition; Language Research; Linguistic Theory; *Semantics; Structural Analysis (Linguistics); *Verbs; *Vocabulary Development

A discussion of English native-language vocabulary acquisition in children takes a closer look at the assumption that vocabulary is learned by common association of word with event, focusing on the acquisition of verb meanings. The intuitive power of the view that words are learned by noticing real-world contingencies for their use is acknowledged, but it is pointed out that such mapping, unaided, is in principle insufficiently constrained to explain how the child maps verbs (as phonological objects) with their meanings. The solution offered is that semantically relevant information in the syntactic structures can rescue observational learning from experiential pitfalls. Evidence is offered that children deduce meanings from their knowledge of structural-semantic relations. Limitations in data, need for further information about cross-linguistic correspondences, and problems occurring in the analysis are briefly addressed. A 59-item bibliography is included. (MSE)

ED 335 510 CE 058 676

Johnson, Peter
Leadership and Motivation. Supervisory Management Module. Operational Management Programme. Third Edition.
PUB DATE- 91
NOTE- 96p.; For related modules, see CE 058 670-680.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives; Continuing Education; Dining Facilities; Employer Employee Relationship; Entrepreneurship; Foreign Countries; *Group Dynamics; *Hospitality Occupations; Hotels; Independent Study; *Leadership Styles; Leadership Training; Learning Activities; Learning Modules; Management Development; Managerial Occupations; *Motivation; Postsecondary Education; Recreational Facilities; *Supervision; Team Training; Teamwork; Work Attitudes; *Work Ethic
IDENTIFIERS- England

This module on leadership and motivation is intended to explain the many aspects of both leadership and motivation and demonstrate how they relate to each other in a hospitality setting. The material is presented in a self-instructional format in four sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to

their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. Topics covered in four sections are as follows: (1) the motivation to work; (2) motivating staff; (3) developing and working with groups; and (4) leadership styles. (YLB)

ED 335 569 CG 023 562

Bowen, Gary L.
The Relationship of Family Satisfaction to Satisfaction with the Military Way of Life among Soldiers. Technical Report 864.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Nov 89
NOTE- 36p.; For related documents, see CG 023 561-565.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Enlisted Personnel; *Family (Sociological Unit); Family Attitudes; Family Characteristics; *Job Satisfaction; *Military Personnel; Officer Personnel; *Organizational Climate; Parents; Predictor Variables; *Satisfaction

This study investigated the relationship between soldiers satisfaction with the environment for families in the Army and satisfaction with the military way of life. The report is based on a secondary analysis of the responses of a stratified random sample of 9,198 Army personnel, a sample that participated in the 1985 Department of Defense Worldwide Survey of Officer and Enlisted Personnel. The importance of satisfaction with the environment for families to overall satisfaction with the military way of life was examined separately for officers and enlisted participants from six household types: single; single parent; married to a military spouse with no children; married to a military spouse with children; married to a civilian spouse with no children; and married to a civilian spouse with children. The results suggest that satisfaction with the environment for families in the Army was a significant predictor of overall satisfaction for 4 of the 12 sample subgroups: enlisted members married to other military members with no children; enlisted members married to other military members with children; enlisted members married to civilian spouses with children; and officers married to civilian spouses with children. In each case, the results supported the major prediction of the research: the more satisfaction members have with the environment for families in the Army, the greater the satisfaction with the military way of life. (Author/ABL)

ED 335 609 CG 023 602

Goldstein, Marc B.
The Impacts of Teenage Employment: Teachers Perceptions Versus Student Realities.
PUB DATE- Aug 91
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Extracurricular Activities; Grade Point Average; High Schools; *High School Students; Negative Attitudes; *Part Time Employment; *Student Employment; *Teacher Attitudes; Teacher Expectations of Students

There has been considerable debate regarding the consequences of students working part time while attending school. This study was conducted to compare teachers perceptions of work impacts with other measures of students academic performance and involvement. Surveys were completed by 172 high school students and 47 teachers and administrators. Students were surveyed on work history, work climate, use of earnings or allowance, attitudes toward school, participation in extracurricular activities, health, and alcohol and tobacco use. Teachers and administrators gave their perceptions of the impacts of outside student employment in the areas of student personal development, classroom performance, involvement in extracurricular activities, the value of their employment to the larger community, and the teachers classroom behavior. The results revealed that, despite teachers generally negative expectations, no significant differences were found between student workers and nonworkers on grade point average or involvement in extracurricular activities. Teachers expectations of students and grading standards appeared to have declined in the face of increased student employment and this may contribute to the negative findings. (Author/NB)

ED 335 907 FL 019 388

Olsen, Roger E. W-B
Report of the 1991 Limited English Proficient (LEP) Student
Enrollment Survey.
PUB DATE- Jul 91
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical
(143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Elementary Secondary Education;
*Enrollment Rate; *Enrollment Trends; *Limited English
Speaking; National Surveys; Public Schools

Results of the 1991 national survey of enrollment of limited-English-proficient (LEP) elementary, secondary, and adult students are reported. The survey elicited data from all chief state school officers in March and May of 1991. The first section consists of a narrative summary of the report s findings. The larger second section contains two sets of tables: (1) summary tables of total LEP enrollment for the school years 1985-86 through 1989-90 by state or territory, separately for K-12 and adult education programs, noting percentage increases and decreases; and (2) state profiles showing student enrollment in public schools (K-12) and adult education programs, with additional data for each state (K-12 program types, funding sources, identification criteria used, and primary languages identified by speakers of languages other than English). Complete data were not obtained for every state. (MSE)

ED 335 931 FL 019 421

Hicks, Deborah
Narrative Skills and Literacy Learning.
PUB DATE- 90
NOTE- 30p.; In: Penn Working Papers in Educational Linguistics, Volume 6, Number 1; see FL 019 419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Child Language; *Classroom Communication; *Communication Skills; Comparative Analysis; Discourse Analysis; Grade 1; *Language Styles; *Literacy; Low Income Groups; Middle Class Students; *Narration; Primary Education; *Story Telling; Student Characteristics; White Students

The storytelling narratives produced by four children, namely, two low-income African-American first-graders and two White middle-class first-graders, were examined using a text analysis technique that organizes lines into the groupings referred to as stanzas. The narratives were based on the viewing of a film. Subtle differences were found in the narrative styles of the four children, and complexity and sophistication was evident in all four texts. The results call into question a characterization of either group as representative of an intrinsically more "oral" or more "literate" style of presentation. All of the children produced narratives that were topic-centered, logically organized, and engaging; and all presented information sufficient to derive the basic plot structure of the film, and provided causal explanations for events. However, the findings do point to a more subtle distinction between the two groups of children. If the children are considered to be representative of their respective communities, it may be that children from the different communities bring a different interpretive stance to the storytelling task, or that differences in discourse styles reflect the range of narrative genres the children bring to the classroom. Pedagogical implications are discussed. A 59-item bibliography is included. (MSE)

ED 335 731 EA 022 705

Eagle, Jan, Comp.; Carodonio, Jim, Comp.
Carnegie Schools and Restructuring: An Annotated Bibliography.
PUB DATE- Dec 88
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Boards of Education; Collective Bargaining; *Educational Change; *Educational Improvement; Elementary Secondary Education; Principals; Quality of Working Life; *School Restructuring; Superintendents; Teacher Influence
IDENTIFIERS- *Carnegie Schools; Empowerment; Professionalism

Publications summarized in this annotated bibliography address critical issues on the restructuring of school governance and organization, curriculum reform, and the professionalization of teachers. Included are articles on specific schools and school districts that have made significant progress in their efforts to improve student achievement through systemic change. Other publications address central office issues; shared decisionmaking; collective bargaining; and new roles for teachers, administrators, school boards, parents, and the community. (MLF)

ED 335 842 EC 300 584

Report to the National Advisory Child Health and Human Development Council.

PUB DATE- Jun 87

NOTE- 51p.; Small, filled print will not reproduce adequately in paper copy.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; Birthweight; Doctoral Programs; Federal Aid; Fellowships; Infant Mortality; Neonates; *Perinatal Influences; *Pregnancy; *Premature Infants; *Prenatal Influences; Prevention; Public Health; Resource Allocation; *Special Health Problems

IDENTIFIERS- National Institute Child Health Human Development; *Pregnancy and Perinatology Branch (NIH); Sudden Infant Death Syndrome

This report summarizes research and training activities between 1984 and 1987 of the Pregnancy and Perinatology Branch of the National Institute of Child Health and Human Development. Activities are reported for the following six maternal-infant emphasis areas: (1) high risk pregnancies; (2) fetal pathophysiology; (3) premature birth and labor; (4) disorders of the newborn; (5) Sudden Infant Death Syndrome; and (6) Acquired Immune Deficiency Syndrome. The Branch supported research in these areas including awarding approximately 32.4 million dollars in 236 grants and contracts during Fiscal Year 1986. Highlights of research supported is summarized for each of these areas. Also reported is research training, provided through Individual Postdoctoral Fellowships and Institutional Research Training Grants. Recent research supported by the Branch through the Perinatal Emphasis Research Centers is noted. Briefly reviewed are the Branch s Cooperative Agreements, the Contract Program, and the Small Business Innovative Research Program. Finally, planned future research emphases in the six areas are reported. Various figures detail funding distribution and several tables present specific funding data by category. (DB)

ED 335 550 CE 058 813

A Family Literacy Project. Final Report.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jul 90
NOTE- 9p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adult Basic Education; Adult Literacy; *Career Planning; Economically Disadvantaged; Employment Potential; Federal Programs; Goal Orientation; Illiteracy; *Intergenerational Programs; Job Search Methods; Job Skills; *Literacy Education; *Parent Education; Parenting Skills; *Preschool Children; Preschool Education; Young Adults
IDENTIFIERS- Cleveland Public Schools OH; *Family Literacy

The Cleveland Public Schools developed a family literacy program to address the needs of both parent and child and attempt to break the cycle of illiteracy. Fifty parents who were Job Training Partnership Act (JTPA)-eligible participated in the project. They attended one of four 9-week sessions. Course content included literacy, preemployment and job search activities, child development and parenting, and self-awareness and self-esteem. All participants showed at least one grade level gain in reading and math at the end of the 9-week period. All completers enrolled in a high school completion program following participation. Parents demonstrated a significant increase in knowledge about child development, parenting skills, and parent child interaction as measured by performance in the classroom. All completers developed an Individual Education and Career Plan and showed evidence having more focused short-term goals. A small number of the preschool children evidenced some growth in developmental skills as a result of participation in this project. A continuation of the program and a second project were planned. (YLB)

ED 335 629 CS 010 115

Cortina, Joe And Others

Comprehending College Textbooks: Steps to Understanding and Remembering What You Read.

PUB DATE- 89

NOTE- 368p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- College Instruction; *Content Area Reading; *Critical Reading; Critical Thinking; Higher Education; Metacognition; *Reading Comprehension; Reading Processes; *Reading Skills; *Remedial Reading; Textbooks

IDENTIFIERS- *Main Idea

Aimed at entering college students whose skills are at a precollege level, this book focuses on reading comprehension and explores reading as a form of the thinking process. The primary focus of the book is on helping students grasp the main ideas and supporting details of material they are assigned to read in their college textbooks. Chapters include: "Determining the Subject Matter"; "Locating Directly Stated Main Ideas"; "Formulating Implied Main Ideas"; "Identifying Supporting Details"; "Thinking Critically as You Read"; "Recognizing Authors Writing Patterns"; "Applying Comprehensive Skills to Longer Passages"; and "Remembering College Textbook Material through Organizing." (RS)

ED 335 690 CS 212 985

Lofqvist, Gert

The IEA Study of Written Composition in Sweden.
SPONS. AGENCY- National Swedish Board of Education, Stockholm.
PUB DATE- 90
NOTE- 168p.; For an earlier report, see ED 317 997.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Writing (Composition); Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- *IEA Written Composition Study; International Assn Evaluation Educ Achievement; *Sweden

This book describes and discusses the International Association for the Evaluation of Educational Achievement (IEA) study of writing in Sweden. The chapters are as follows: (1) Introduction; (2) Content and Planning of the Study; (3) Schools, Teachers and Pupils in Sweden 1985; (4) The Teaching of Writing; (5) Compositions and Scoring; (6) Relations between Background Factors and the Students Writing Capacity; (7) Content of the Compositions; and (8) Pedagogical Consequences. Sixty-six references are attached. (SR)

ED 335 754 EA 023 222

Furtwengler, Willis J.; Micich, Anita
Seeing What We Think: Symbols of School Culture.

PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Data Interpretation; *Educational Environment; Elementary Secondary Education; *Institutional Characteristics; *Organizational Climate; *Symbolism; *Visual Measures

A study examined the nature of school culture information found in symbolic pictures of schools. One specific goal was to determine the nature of school culture information embedded in verbal interpretations of symbolic school drawings and the accuracy of reviewers interpretations of the drawings. Another goal was to compare information from the symbolic pictures with other forms of school culture data. Two data sets from six schools (three high schools, one middle school, one combination elementary-middle school, and one elementary school located in the Northwest, Southwest, and Northeast areas of the United States) were analyzed. The first set involved analysis of symbolic pictures drawn by faculty, students, and parents and of verbal interpretations of those pictures by a panel of three reviewers. The second set consisted of student and teacher responses to school culture questionnaires and interviews regarding their schools cultures. Using interpretive and functional paradigms, symbols were classified into six components of school culture. Findings indicate that the drawings communicated areas of school culture that school members saw as having meaning and importance--cultural leadership, student membership, and environmental support. Data regarding the accuracy of the panel s interpretations were inconclusive. Components of school culture that received low ratings in the formal school reports--cultural leadership, student membership, and environmental support--had a high frequency of interpretation among drawers and reviewers. Eight tables are included. (17 references) (LMI)

ED 335 776 EA 023 253

Cook, Jerry Wayne; Turner, Lynn
The Impact of Education Reform Mandates on Factors Related to the Success of High School Principals. Research Monograph.

PUB DATE- Jun 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Effectiveness; Educational Change; High Schools; Leadership Qualities; *Principals; *School Administration; *School Effectiveness; *State Legislation
IDENTIFIERS- *Texas

Certain factors have been identified as crucial for the success of principals of large high schools (Woolley 1977; Prine 1983). Findings from a study to determine if these previously identified factors have withstood the impact of the education reform movement of the 1980s are presented in this paper. Specifically, the study sought to determine the impact of education reform mandates on 50 of the factors and their relationships to the success of principals of large high schools. Opinions regarding the importance of the success factors held by Texas superintendents and principals in 1983, prior to education reform mandates, were compared with those held by a comparable group in 1989, following mandate legislation. A survey of 244 principals of large high schools, 108 district superintendents, and 320 teachers yielded response rates of 77, 78, and 71 percent, respectively. Findings indicate that the level of importance assigned to the 50 success factors by superintendents and principals has remained stable and consensual over time. Personal characteristics, human relations, and school management were ranked as the most important factors over time by all three groups. Findings also suggest that the reform movement has stimulated additional factors, such as instructional leadership, teacher appraisal, conferencing skills, and discipline management. As more reform mandates occur, an administrator support system is recommended. Five tables are included. The appendix contains a summary of responses and mean scores. (105 references) (LMI)

ED 335 799 EA 023 298

Flicker, Barbara, Ed.

Justice and School Systems: The Role of the Courts in Education Litigation.

PUB DATE- 90

NOTE- 443p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- Bilingual Education; Civil Rights; Constitutional Law; *Court Litigation; *Court Role; *Desegregation Litigation; Elementary Secondary Education; *Equal Education; Handicap Discrimination; *Justice; Racial Discrimination; *School Law; Sex Discrimination

The effectiveness and deficiencies of judicial intervention in solving the problems of discrimination in the nation s schools are examined in this book. Case studies, surveys, and interviews with lawyers and judges involved in the leading cases are presented in nine chapters by nine contributors, each of whom is a recognized authority in educational or constitutional law, the judiciary, or other pertinent field. Unresolved critical issues of educational litigation of the last decade--racial desegregation, inclusion of bilingual education, education of the disabled, and sex discrimination--are addressed. Court solutions, outcomes, and factors involved are also analyzed. Part 1 consists of an overview of judicial activism in education litigation by Howard I. Kolodner, and part 2 consists of two chapters by Michael A. Rebell examining educational opportunities for children with handicaps. Focus is on special education reforms in New York City and Boston, respectively. Equal educational opportunities for women are discussed in part 3 in a chapter by Rosemary Salomone focusing on the Adams and WEAL litigation. Part 4 examines access and educational opportunities for racial and linguistic minority students, presenting cases from Denver, Chicago, and St. Louis in chapters contributed by James J. Fishman and Lawrence Strauss; D. Bruce La Pierre; and Allen F. Schoenberger. The role of the court is assessed in the fifth part in two chapters, one concerning the views held by judges, by Barbara Flicker, and the other on the views of litigators by Paul L. Trachtenberg. References accompany each chapter. (LMI)

ED 335 885 FL 019 338

Allen, Shanley; Crago, Martha

Acquisition of Noun Incorporation in Inuktitut.

PUB DATE- Apr 89
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number 28, p49-56, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Languages; *Child Language; Comparative Analysis; Contrastive Linguistics; Foreign Countries; *Inupiaq; *Language Acquisition; Language Research; Linguistic Theory; *Nouns; *Social Influences; Sociolinguistics; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Mohawk

An investigation of the first language acquisition of productive nouns in Inuktitut (Inupiaq) is presented. This study begins with descriptions of noun incorporation, relevant aspects of the structure of Inuktitut, and working criteria of productivity. Acquisition data from Inuktitut and corroborating data from Greenlandic are outlined and contrasted with evidence from Mohawk. Several structural and sociolinguistic explanations for the seemingly early acquisition of noun incorporation in Inuktitut in relation to its acquisition in Mohawk are offered: (1) placement of verbal affixation in relation to the incorporated noun differs significantly in the two languages; (2) the criteria for use of noun incorporation are more restrictive or clearer in Inuktitut; (3) noun incorporation is considered the most usual way to represent the concept in Inuktitut, and is therefore learned earlier; and (4) the Inuktitut living environment is more conducive to language learning than the Mohawk environment. A 12-item bibliography is included. (MSE)

ED 335 453   CE 058 525

A Report on Vocational Education.
PUB DATE- Feb 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Students; *Governance; Postsecondary Education; Program Administration; *Program Effectiveness; Program Evaluation; Program Improvement; Secondary Education; *State Legislation; *State Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Florida

As a result of a mandate by the 1990 Legislature, an independent study was made of Florida s system of vocational education and employment and training. Staff of the legislature and the governor s office worked on requests for proposals, reviewed responses, and monitored the study, which ran from November 1990 until February 1991. The study s purpose was not to conduct research or develop conclusions and recommendations, but to compile the data in an accessible way for comparison among systems. Although the study made no recommendations, analysis of the 518-page report revealed that information is still inadequate to conduct any transfer of responsibilities for adult education to community colleges, as has been considered. The report concluded that governance of public postsecondary adult vocational education should continue to be shared by community colleges and school districts. Senate staff analyzed the report, and developed these conclusions and recommendations for the legislature to consider: (1) study remedial programs; (2) provide funding incentives for districts with students who complete programs and are placed in jobs or further education; (3) change the methods of funding and accountability of postsecondary vocational education; (4) eliminate nonplacement penalities but require programs to use state information sources to follow up graduates; (5) raise fees to adult students; and (6) provide financial help to serious vocational students. (Appendixes include an executive summary of the 518-page study and a vocational education data summary for school districts and community colleges.) (KC)

ED 335 472 CE 058 584

Baldus, Lorayne; And Others
Design for Equity: Women in Electronics. Final Report.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jun 91
NOTE- 79p.; Portions of Appendix B contain marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; Career Guidance; Career Planning; Continuing Education; Cooperative Programs; Coordination; Counseling Services; *Electronics; Employed Women; Enrollment; *Females; Financial Support; Flexible Scheduling; Job Placement; Nontraditional Students; Postsecondary Education; *Program Development; School Holding Power; Services; *Sex Fairness; Tutorial Programs
IDENTIFIERS- Commitment; Wisconsin

Sex equity priorities of the University of Wisconsin-Stout Center for Vocational, Technical, and Adult Education (VTAE) were addressed through the design and implementation of a statewide model addressing nontraditional enrollments. The program area of electronics was recommended for the following reasons: (1) market data indicate a shortage of trained workers; (2) electronics includes highly technical emerging occupations; (3) electronics has a high placement rate and opportunity for advancement; (4) statewide program enrollments have dropped 17 percent since 1984-85; and (5) program enrollments average 90 percent male. The electronics program area needed a target program to increase participation by female students. A comprehensive 3-year draft model addressed three major components: enrollment, retention, and placement of female students. Components identified by an advisory board as essential for a successful program were as follows: administrative commitment; a staff coordinator position; an advisory board composed of persons from the training institutions and community; and a comprehensive assessment process to assist students in career selection. To increase retention, support services such as tutorial/counseling services, financial aid, flexible scheduling, continuing education, and remedial assistance were advised. (The bulk of the document consists of seven appendices: (1) advisory board materials; (2) a sample brochure for an electronics program targeted to women; (3) national project reviews; (4) materials concerning a VTAE Equity Network; (5) materials on advisory board organization; (6) discussion ideas for an initial advisory board meeting; and (7) minutes of a second advisory board meeting.) (NLA)

ED 335 491 CE 058 632

Library Literacy Grant, October 1, 1988--September 30, 1989. Final Financial Status and Performance Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 30 Sep 89

NOTE- 29p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Cooperation; Cooperative Programs; Illiteracy; *Library Extension; *Literacy Education; Publicity; Public Libraries; Public Relations; *Shared Resources and Services; Tutoring; Tutors; *Volunteers; Volunteer Training

IDENTIFIERS- Anderson Public Library IN

The Anderson, Indiana, Public Library conducted a Library Literacy Program that employed a 30-hour per week literacy coordinator. The coordinator s duties were to promote public awareness, recruit volunteer tutors and students, establish library collections, provide support and reinforcement to literacy tutors, and coordinate the supply of literacy tutors to the Adult Basic Education, Community Justice, and Work Incentive (WIN) literacy programs. Awareness and publicity techniques used throughout the county included the following: flyers, personal contact with agency staff, letters to churches, speeches and appeals to community groups, and newspaper and radio publicity. The continuing increase in the number of students and tutors was a measure of success. Literacy stations, including collections of materials, were continued in four small public libraries in the county. The project provided support in the form of training of, regular contact with, and reinforcement to literacy volunteers in the small libraries and central library. Tutors were provided for a cooperative community General Educational Development program, literacy programs conducted by local businesses and industries, Community Justice Center, and WIN/Impact program. (Appendixes include a list of a core set of materials, materials from the Intergenerational Intensive Phonics Class, correspondence, and a public service announcement.) (YLB)

ED 335 511 CE 058 677

Hills, Jackie; Bar, Theresa Diskin
Communications. Supervisory Management Module. Operational
Management Programme. Second Edition.
PUB DATE- 91
NOTE- 89p.; For related modules, see CE 058 670-680.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives; *Business Communication; Business Correspondence; Continuing Education; Dining Facilities; Employer Employee Relationship; Entrepreneurship; Foreign Countries; *Hospitality Occupations; Hotels; Independent Study; *Interpersonal Communication; Interviews; Labor Relations; Learning Activities; Learning Modules; Letters (Correspondence); Management Development; *Managerial Occupations; Meetings; Postsecondary Education; Recreational Facilities; Reports; *Speech Communication; Speeches; *Supervision
IDENTIFIERS- England

This module on communications is intended to take the hospitality supervisor or manager through the basics of everyday communications, covering the theory as well as the practical aspects of routine business activities. The material is presented in a self-instructional format in six sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. The six sections cover the following: (1) the communications process; (2) methods of communication; (3) speech and body language; (4) interviewing, negotiation, and meetings; (5) written communication; and (6) reports. (YLB)

ED 335 531   CE 058 769

Sanyal, Bikas C.; And Others

Development of the Oil Industry in Cameroon and Its Implications for Education and Training. IIEP Research Report No. 79.

PUB DATE- 90

NOTE- 113p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Coordination; Developing Nations; Educational Cooperation; *Educational Development; Educational Needs; Foreign Countries; Fuels; Government School Relationship; *Industry; *Job Training; Labor Force Development; Labor Needs; *Nonformal Education; Program Development; *School Business Relationship; Technical Education; Vocational Education

IDENTIFIERS- *Cameroon; *Oil

A study analyzed how the oil industry in Cameroon developed and influenced the expansion, structure, and content of Cameroon s formal and nonformal education and training system. A survey of 213 employees and 8 enterprises was supplemented by a review of government reports and official published and unpublished documents. The economy of Cameroon was examined, with special reference to technological policy, industrial development, and research and development (R&D) activities. The importance of oil was demonstrated in terms of its export earnings, contribution to revenue, and impact on employment. The industry s structure, activities, growth of production, and R&D work were also studied. The formal educational system was found to have had difficulties in producing enough scientific and technical graduates to satisfy the demands of industry. A widespread system of nonformal education in the various companies had been established, using a variety of modes of training in the country and abroad. Employers and employees indicated that job performance and professional training were the most important criteria for recruitment. From 1980-86, oil firms somewhat increased the formal educational qualification structure of their employees. Employees stressed that higher education could make a significant contribution toward government-education-industry cooperation. (A survey and list of 12 references is appended.) (YLB)

ED 335 590 CG 023 583

Cartoon All-Stars to the Rescue. Joint Hearing before the Senate Committee on the Judiciary and the House Committee on the Judiciary on An Entertaining Way of Enlightening Children about the Dangers of Substance Abuse. One Hundred First Congress, Second Session.

PUB DATE- 19 Apr 90

NOTE- 56p.; Serial No. J-101-70; Serial No, 139. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Cartoons; *Childrens Television; *Drug Education; Hearings; Mass Media Role; *Substance Abuse; Television

IDENTIFIERS- *Cartoon All Stars to the Rescue; Congress 101st

This document presents witness testimony and supplemental materials from a Congressional hearing called to examine Cartoon All-Stars to the Rescue, a cartoon designed to teach children about the danger of substance abuse. Opening statements are included by Senator Joseph Biden, Jr., chairman of the Senate Judiciary Committee, and by Senators Strom Thurmond, Howard Metzenbaum, Charles Grassley, Paul Simon, Patrick Leahy, Orrin Hatch, and Arlen Specter and Representatives Jack Brooks, Hamilton Fish, John Conyers, Jr., and Craig James. Testimony is included from: (1) Richard Frank, president of Walt Disney Studios; (2) John Agoglia, chairman of the Academy of Television Arts and Sciences campaign against substance abuse steering committee, executive vice president of TV business affairs, NBC, executive vice president, NBC Productions; (3) Roy Disney, vice chairman of the board of directors, the Walt Disney Company; and (4) Kenneth Barun, vice president and executive director, Ronald McDonald Children s Charities, McDonald s Corporation. Mr. Frank discusses some of the activities, especially the half-hour animated antidrug program, Cartoon All-Stars to the Rescue, that aired on a Saturday morning on all channels and all networks simultaneously; Mr. Agoglia tells how the cartoon special evolved; Mr. Disney describes the production of the cartoon; and Mr. Barun explains how and why the McDonald s Corporation became involved in the project. (NB)

ED 335 610 CG 023 603

Kearney, Christopher; Silverman, Wendy
Assessing the Determinants of School Refusal Behavior.
PUB DATE- May 91
NOTE- 28p.; Paper presented at the Annual Association for Behavior Analysis Convention (17th, Atlanta, GA, May 24-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attendance; *Behavior Problems; *Educational Diagnosis; Elementary Secondary Education; Evaluation Problems; Models; *Negative Reinforcement; *Positive Reinforcement; *Student Problems
IDENTIFIERS- *School Refusal

This report defines school refusal behavior as the refusal to attend school or difficulties going to school or remaining in school for the entire day, and sees school refusal as a significant problem that may occur in 8% of all school-aged children. It discusses difficulties of previous classification and assessment strategies for students who refuse to attend school. A proposed functional model for assessing and treating children and adolescents with school refusal behavior is outlined in which the focus is on why children refuse to attend school. This model hypothesizes that children refuse to attend school for negative reinforcement, such as avoiding stimuli within a school setting that provoke negative affectivity, and/or positive reinforcement, such as pursuing rewarding stimuli outside the school setting such as playing, being with friends, or parental attention. Preliminary data from 42 children with difficulties attending school, 42 mothers, and 29 fathers are presented which support the functional model. Included are reliability and validity data for the School Refusal Assessment Scale, an instrument designed to measure the function of school refusal behavior. A second report looks at whether the functional model can accurately predict the effectiveness of a specific, prescriptive, therapeutic strategy for a child with school refusal behavior. (NB)

ED 335 651 CS 010 673

Ransom, Peggy E.; Swearingen, Rebecca
Literacy: The Aspect of Computers at the University Level.

PUB DATE- Dec 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Computer Uses in Education; Educational Research; Higher Education; *Microcomputers; *Student Attitudes; Undergraduate Students
IDENTIFIERS- Ball State University IN; *Computer Users; Kansas State University

A study investigated whether students had used a microcomputer prior to taking a computer literacy class, which computer languages they knew and used, whether they thought the computer literacy course should be required, and whether they thought the class would help them to secure a teaching position. Undergraduate students at Ball State (Indiana) and Kansas State Universities completed a survey following the course. Results indicated that students saw the need for knowledge of computers in order to be successful teachers. The course which they perceived as being most beneficial was one which included hands-on materials and dealt with classroom uses of the microcomputer. Results also indicated that instructors of the computer course should be cognizant of the fact that students who take the course have had some exposure to computers. Instructors should take the time to determine what types of experiences the students have had when designing the course. Furthermore, various types of application software, including word-processing, database, and spreadsheet, need to be examined and used during the course. (PRA)

ED 335 711 CS 507 514

Heil, Lillian H.
Poetic Mini-Dramas: Using Drama To Facilitate Creative Thinking and Understanding of Poetry.

PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Thinking; *Discovery Learning; *Drama; Grade 2; Grade 3; Literature Appreciation; *Poetry; Primary Education; Self Evaluation (Groups); Teaching Methods; Vocabulary Development
IDENTIFIERS- *Drama in Education

This paper is a how-to manual for doing poetic mini-dramas (PMD) with elementary school students. It describes the possibilities for discovery learning through the dramatization of poetry, lists initial suggestions for the teacher and the actual steps in the process, and reports the attitudes and vocabulary growth of second and third graders after being involved in PMD. The paper includes some suggestions for the teacher such as: beginning with short poems that involve a lot of action and an unlimited number of people; keeping the production simple in terms of props and blocking so that the children can concentrate on acting; and videotaping performances so that the children can see the importance of an actor s gestures, facial expressions, and movements. The paper demonstrates that children, without training, recognize when a dramatization is good because they are caught up in the performance. The paper describes children s ratings showing that they are able to recognize superior performances, and that they can even pinpoint specific weaknesses and strengths. Reasons for ratings that are listed in the paper include: characterization, relationship to other characters, relationship to the audience, camera framing, sound, props, and content. Six tables of data are included; an appendix with a PMD record form and six poems for dramatization are attached. (PRA)

ED 335 732 EA 022 924

Roberts, Laraine M.

Constructing a Practical Framework for the Superintendent s Leadership Role in School Reform.

PUB DATE- Apr 91

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accountability; *Administrator Responsibility; *Administrator Role; Administrator Selection; Curriculum Development; *Educational Change; Elementary Secondary Education; Evaluation; Faculty Recruitment; *Superintendents

IDENTIFIERS- California

To discover the ways that superintendents describe their perceptions and beliefs regarding their roles as instructional leaders, researchers interviewed 81 California superintendents selected on the basis of continuing upward trends in student achievement in their districts over a 3-year period. The participants were divided into nine groups that addressed three major topics: (1) program quality; (2) principal recruitment and selection; and (3) assessment and accountability. In the area of program quality, superintendents see their duties as including the facilitation of curriculum/instructional plan development. In the second topic area, superintendents believe that one of their most crucial responsibilities is in establishing a strong support system for instructional leadership at school sites. For effective assessment and accountability, superintendents emphasize the need for a district management information system that provides quick access to student and school performance data. A practical framework for the superintendent s leadership role in school reform includes using symbolic leadership to create values, priorities, and beliefs. (40 references) (EJS)

ED 335 821 EC 300 563

Ittenbach, Richard F.; And Others

Characteristics of Students Receiving Special Education Services in a Central Minnesota School District According to Setting, Classification, and Level of Service.

SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Delivery Systems; *Disabilities; *Educational Diagnosis; Elementary Secondary Education; Family Environment; Outcomes of Education; Preschool Education; Private Schools; Public Schools; Special Education; *Student Characteristics; *Student Placement
IDENTIFIERS- Saint Cloud School District MN

The records of 1,231 preschool, elementary, and secondary students receiving special education services in a central Minnesota school district were evaluated to provide information on differences according to setting, classification, and level of service. Data were analyzed within the context of four broad domains: demographics (age, race, gender, socioeconomic status, residence, school setting, and grade), academic performance (reading achievement, math achievement, written language achievement, academic aptitude, and absenteeism), special education services (handicap classification and level of service), and family constellation information (parental status, siblings, paternal education, and maternal education). Differences between students enrolled in public and nonpublic settings were observed in each of the four domains. Students records divided according to classification resulted in substantive differences in the areas of academic performance, special education services, and family constellation information. Data analyzed according to level of service resulted in substantive differences for demographic, academic, and special education service variables. (Includes 29 references.) (Author/JDD)

ED 335 863 EC 300 605

Harbin, Gloria L.; Maxwell, Kelly
Progress toward Developing a Definition for Developmentally Delayed: Report #2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Comparative Analysis; Definitions; *Disabilities; *Eligibility; Federal Legislation; Infants; Preschool Education; *Public Policy; State Programs; *State Standards; Testing; Toddlers
IDENTIFIERS- *Developmental Delays; *Education of the Handicapped Act 1986 (Part H)

This report describes states eligibility policies for developmentally delayed and at-risk children, aged birth to 3 years to be served under Part H of the Individuals with Disabilities Education Act (IDEA). The report is based on policy analysis of 49 states eligibility policy documents. Results indicated that the wording in states definitions of "developmentally delayed" and high probability or "established conditions" closely mirrored the federal statute. The definitions varied greatly, however, when the eligibility criteria were examined and compared. Of the 42 state policies that included specific criteria for determining eligibility under the developmentally delayed category, three approaches were used: test-based criteria only (N=16); use of professional judgment and/or documentation of atypical development only (N=4); or a combination of the test-based and non-test-based criteria (N=22). For the policies that included test-based criteria, the most frequently used type and level of criterion was a 25% delay in one or more areas of development (N=20). Forty-seven states defined established conditions in their eligibility policy. Of these, 39 included a list of specific conditions. Among these states, there was relatively little agreement as to which specific conditions constitute eligibility. Twenty states included at-risk children in their definitions, with 15 including children with both biological and environmental risk factors, four with only biological risk factors, and one with only environmental risk factors. Only six states used multiple risk factors to determine eligibility. (15 references) (Author/JDD)

ED 335 908   FL 019 393

Hovsepian, Kristen B.
International Business Culture: Merging Business with Foreign Language Cultural Expertise.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; *Course Descriptions; *Cultural Awareness; *Cultural Differences; Higher Education; *International Trade; *Second Language Instruction; Second Language Learning
IDENTIFIERS- Ashland University OH

This report considers how the different departments of business administration and foreign languages can cooperate to create coursework that will benefit students in both areas of study. The ignorance many U.S. citizens have of the world is taken into consideration. Although foreign language majors have greater exposure to the world, this knowledge is limited to regional and/or ethnic areas. To further educate students about the demands of international business, a course was developed at Ashland University that attempts to relay to students the impact of cultural differences, including the following factors: (1) the necessity of communication; (2) the role of social institutions and a sense of time; (3) the significance of producing and consuming; and (4) the various definitions of the quality of life. (Author/JL)

ED 335 932 FL 019 422

Pica, Teresa; And Others
Language Learning through Interaction: What Role Does Gender Play?
PUB DATE- 90
NOTE- 32p.; In: Penn Working Papers in Educational Linguistics, Volume 6, Number 1; see FL 019 419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Differences; *English (Second Language); *Interpersonal Communication; Japanese; Language Research; *Second Language Learning; *Sex Differences; *Speech Communication; Uncommonly Taught Languages

A study investigated whether, when second language learners engage in second-language interaction, opportunities to comprehend and produce the second language are conditioned by their gender and/or the correspondence between their gender and that of the interlocutor. The interactions of a native speaker (NS) and a non-native speaker (NNS) in same- and cross-gender dyads were analyzed in four information exchange tasks. Subjects were 12 male and 20 female native speakers of American English and 17 male and 15 female native speakers of Japanese learning English as a Second Language, all at the low-intermediate level. Results did not show a clear-cut role for NNS gender as a discriminating factor in frequency of negotiated interaction and its associated opportunities for comprehension of input, feedback on production, and modification of output. What emerged from testing of hypotheses was a complex interaction of both gender and task type in providing and inhibiting these opportunities. The framework for coding data on negotiated interactions and a diagram of one of the tasks are appended, and a 52-item bibliography is included. (MSE)

ED 335 671 CS 211 901

Ediger, Marlow
The Classics in the Literature Curriculum.
PUB DATE- 89
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Course Content; Critical Thinking; Curriculum Design; Curriculum Development; Higher Education; *Humanities Instruction; Liberal Arts; *Literature Appreciation; *Philosophy; Teaching Methods
IDENTIFIERS- *Classics; *Philosophers

Arguing that great ideas from the past possess intrinsic value and provide students with the knowledge and attitudes essential in developing the liberated mind, this paper identifies the world s significant thinkers from Plato (427-347 B.C.) to Bertrand Russell (1873-1971). Structural ideas from each philosopher are discussed in an effort to encourage teachers to incorporate these works into their courses of study. (NH)

ED 335 551 CE 058 817

Lovelace, Bill E.; LaBrecque, Suzanne V.
Professional Improvement Needs of Administrators of Postsecondary Technical/Vocational Programs. Summary Report. Professional Improvement Assessment Project.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 30 Jun 91
NOTE- 60p.; For related documents, see CE 058 818-819.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competence; Competency Based Education; Databases; *Educational Administration; *Educational Needs; Postsecondary Education; *Professional Development; *Technical Education; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Texas

One part of a five-phase study was conducted to develop a database that identifies the professional improvement needs of postsecondary technical/vocational administrators as expressed by individuals responding to a survey and to disseminate the findings of the needs assessment to the coordinators/directors of local institutions for planning faculty development. Information was gathered through a review of literature that identified competencies/tasks performed by individuals employed in the administration of technical/vocational programs. These tasks were then validated by practitioners at four Texas colleges. A needs assessment was conducted by mailing questionnaires to coordinators/directors of faculty development asking for their present and desired levels of development for 133 task/competency statements. Biographical information also was collected. The study found that 54 percent of the 438 administrators who responded felt that their institutions did not provide assistance in developing a plan for professional development. The respondents indicated a need for professional development in all 133 competency/task statements on the questionnaire, with the most pressing needs related to program planning, development, and evaluation. Recommendations were made to develop more extensive professional development programs for postsecondary administrators. (Appendixes include a job inventory survey and the needs assessment questionnaire.) (KC)

ED 335 570 CG 023 563

Bowen, Gary L.; Neenan, Peter A.
The Relationship between the Perceived Level of Organizational Support for Families and Spouse Satisfaction with Military Life. Technical Report 874.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Feb 90
NOTE- 26p.; For related documents, see CG 023 561-565.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Enlisted Personnel; *Family (Sociological Unit); Family Attitudes; Family Characteristics; *Job Satisfaction; *Military Personnel; Officer Personnel; *Organizational Climate; Parents; *Satisfaction; *Spouses

This study examined the relationship of satisfaction with the perceived level of organizational support for families and overall satisfaction with military life among civilian spouses of Army members. The report is based on an analysis of the responses of 2,814 Army spouses of the 1985 Department of Defense Survey of Military Spouses. The relationship of satisfaction with perceived organizational support for families to overall satisfaction with the military as a way of life was analyzed for four categories of Army spouses: spouses without children married to enlisted members; spouses with children married to enlisted members; spouses without children married to officers; and spouses with children married to officers. The findings strongly suggested the presence of a positive and significant relationship between overall satisfaction with the perceived organizational support for families and overall level of satisfaction with the military as a way of life. This relationship held across all four categories of respondents, even when selected subdomains of satisfaction pertinent to the military way of life were held constant. Rather than showing a uniform pattern across the four subgroups of respondents, the independent variable explained a greater proportion of the variance in the dependent variable for civilian spouses of officers with children than for the other groups. (Author/ABL)

ED 335 630 CS 010 374

Barr, Rebecca; Johnson, Barbara
Teaching Reading in Elementary Classrooms: Developing Independent Readers.
PUB DATE- 91
NOTE- 513p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Education Majors; Elementary Education; Higher Education; *Professional Development; Reading Diagnosis; *Reading Instruction; Reading Materials; Reading Material Selection; Reading Programs; *Reading Teachers; Student Needs; Teacher Education Curriculum
IDENTIFIERS- Emergent Literacy

Intended for those learning to become teachers, this book was written to help such students gain a full understanding of how to teach reading in elementary schools. It can also be used by experienced teachers to encourage further professional development. In order to promote the reader s interaction with the ideas of the text, activities have been included to encourage the reader to "Pause and Reflect" and "Try It Out." The book is divided into five sections. Section I, "How Children Learn to Read," includes the following chapter titles: "Introduction" and "Developing Good Readers." Section II, "Organizing for Reading Instruction," includes chapters 3 through 6: "Overview of Materials for Reading Instruction," "Matching Reading Materials to Student Needs: Ongoing Assessment," "Assessing Student Knowledge at the Beginning of the School Year," and "Organizing Students for Reading Instruction." Section III, "The Nature of the Reading Program," includes chapters 7 through 10: "Supporting Emergent Literacy," "Developing Reading in the Primary Grades," "Developing Reading in the Intermediate Grades," and "Developing Reading in Grades Seven and Eight." Section IV, "The Central Components of Reading Lessons," includes chapters 11 through 14: "Prereading Instruction," "During-Reading Instruction," "Postreading Instruction: Concluding the Text Selection," and "Postreading Instruction: Extending the Text Selection." Section V, "Communication and Professional Growth," includes chapters 15 and 16: "Working with Parents" and "Reflection, Evaluation, and Professional Development." Appendixes provide children s book publishers, literature for young readers, and information on Basal publishers; a First-Grade Teacher s Manual Excerpt from the Silver, Burdett and Ginn Reading Program; copies of selected standardized reading tests, grades K-8; and lists of children s magazines and high interest-low vocabulary materials. (MG)

ED 335 672 CS 212 832

Beach, Richard

Tenth Graders Exploration of Tensions and Contradictions in Story Writing and Literary Responses.

PUB DATE- Apr 91

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Grade 10; High Schools; *Literary Criticism; School Attitudes; Sex Differences; Short Stories; *Student Attitudes; *Writing Processes; Writing Research

IDENTIFIERS- *Rhetorical Stance; *Story Writing; Text Factors

An exploratory study examined the relationship between adolescents stance ("monologic" versus "dialogic") and several issues, including the degree to which adolescents explore tensions and contradictions in their writing and the nature of such tensions as related to gender and/or school attitudes. For the purposes of the study, "monologic" was defined as a rhetorical perspective or stance represented by an acceptance of a single version of reality while a "dialogic" perspective entails entertaining multiple, competing versions of reality. Subjects, 15 tenth-grade students in a suburban high school outside a large midwestern city, were selected based on their perceived differences in attitudes towards gender and school. Subjects completed questionnaires, read two short stories chosen for their portrayal of attitudes toward school and gender, and completed a variety of writing activities (including a short story) based on the stories. Interview transcripts, writings, and survey data for five of the subjects were subjectively analyzed and discussed by three judges to determine consistent patterns of their adopted stance and the types of tensions/contradictions. Results indicated that the two students who adopted a monologic orientation were relatively good students but were stuck in relatively static, absolutist versions of reality, and that two of the three students who adopted a dialogic perspective were not outstanding students yet were more likely to adopt multiple perspectives both in their story writing and responses. Findings suggest teachers need to employ activities that foster a more dialogic stance. (Two figures of data are included; 23 references are attached.) (RS)

ED 335 691 CS 212 988

Harrington, Elaine L.
A Peer Group Dependency Approach To Improve Tenth Grade Research Writing Experiences.
PUB DATE- 91
NOTE- 69p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cooperative Learning; Grade 10; High Schools; *Peer Evaluation; Peer Groups; *Research Papers (Students); *Research Skills; Student Participation; *Student Research; Teacher Developed Materials; *Writing Instruction; Writing Strategies

A practicum addressed the failure of 85% of tenth-graders in an urban school to complete the research paper required by the Palm Beach County (Florida) curriculum. The target population consisted of 28 students from each of two classes. The practicum s three main objectives were to: (1) encourage students to work in teams and utilize peer evaluation techniques to support one another in proofreading, sharing resources, and gleaning information; (2) complete the research paper in compliance with specific curricular standards and the students own calendar design; and (3) increase the percentage of students who successfully completed a research paper. An entire 9-week period was devoted to the research paper, giving two classes of tenth-grade students instruction in writing, researching, time management, and how to use the media center. A manual of step-by-step instruction and guidance was developed. Students were allowed to work on the manual in groups and interact in an active learning experience. All three objectives were reached successfully, and, in some cases, went beyond expectations. Results suggest that the key to the success of the implementation was student involvement. (Two tables of data are included; 23 references and 8 appendixes--containing information about the unified curriculum as well as practicum worksheets and materials--are attached.) (SR)

ED 335 843 EC 300 585

Center for Research for Mothers and Children. 1988 Progress Report.

PUB DATE- 88
NOTE- 93p.; For the 1983 report, see ED 248 012.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Children; Contracts; *Federal Aid; Grants; Learning Processes; *Mental Retardation; *Mothers; Nutrition; Perinatal Influences; Pregnancy; Prenatal Influences; *Research Projects; *Special Health Problems
IDENTIFIERS- *Center for Research for Mothers and Children; National Institute Child Health Human Development

The 1988 Progress Report covers research activities of the five branches of the Center for Research for Mothers and Children of the National Institute of Child Health and Human Development. An introductory section briefly describes the Center, notes staff activities and Center sponsored conferences and workshops, and identifies highlights of activities of each of the Branches. A separate section is then given to each Branch s activities reported in terms of an overview, program activities, research highlights, and staff activities. The five branches are: the Genetics and Teratology Branch; the Pregnancy and Perinatology Branch; the Endocrinology, Nutrition and Growth Branch; the Mental Retardation and Developmental Disabilities Branch; and the Human Learning and Behavior Branch. Noted is a new Branch, the Pediatric, Adolescent, and Maternal AIDS Branch which is conducting research on Acquired Immune Deficiency Syndrome as it affects women and children. As an example, research highlights for the Mental Retardation Branch cover: genetics and genetic disorders; inborn errors of metabolism; prenatal diagnosis; exogenous and environmental factors; behavioral and biobehavioral factors; language and communication; treatment of behavior disorders; and adaptation in family, residential, vocational, and educational settings. Tables provide detail on the grants and contracts active during August, 1988. (DB)

ED 335 886 FL 019 339

Bloom, Paul
Why Do Children Omit Subjects?
PUB DATE- Apr 89
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number 28, p57-64, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Contrastive Linguistics; *English; *Grammar; Italian; *Language Acquisition; *Language Processing; Language Research; Linguistic Theory; Oral Language; *Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- *Subject (Grammar)

A discussion of young children s production of English utterances with missing constituents focuses on the omission of subjects. The theory that young children have different grammars from those of adults is disputed, and it is suggested that, instead, subjects are omitted due to performance factors. Processing limitations in child language are evidenced in early difficulties with utterance length, omission of other constituents, and some children s reduction of the subject to a schwa. A study of the speech of three children supported the processing theory s prediction that children s subjectless sentences would tend to have longer verb phrases than sentences with subjects. Therefore, in contrast to the notion that children acquiring English represent pro-drop grammars until they are 2 to 3 years old, it is proposed that children initially represent overt subjects as obligatory (non-pro-drop), and only when hearing subjectless sentences do they change their grammars to pro-drop, as in Italian. (MSE)

ED 335 454 CE 058 559

Umo, Joe U.
New Approaches to Training: A Preliminary Review of Nigeria s National Open Apprenticeship Scheme (NOAS). Discussion Paper No. 30.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Apprenticeships; Developing Nations; Economic Development; Educational Economics; Foreign Countries; *Human Capital; *Job Training; *Labor Force Development; Labor Supply; *National Programs; Postsecondary Education; Program Descriptions; Secondary Education; Unemployment; Vocational Education; Young Adults
IDENTIFIERS- *Nigeria

Nigeria s National Open Apprenticeship Scheme (NOAS) is aimed at giving vocational skills to unemployed youth and helping them to be self-employed or get gainful employment. NOAS is targeted at Nigerian men and women aged 15-25. Minimum educational requirements vary by trade; course duration ranges from 2 months to 3 years. The number of trainees taken in any particular year is limited by available resources, namely, the budgetary provision and the trainers. Trainers are master craftworkers who are self-employed or work in formal institutions. Although NOAS tries to match trainees preferences with the availability of trainers in the chosen trade, the process is more supply driven than demand driven. Trainees who have been placed are regularly monitored by officers who visit their workplace with structured questionnaires that collect information on progress, attendance, and problems. Trainees who complete training are often helped through the National Directorate of Employment s placement/resettlement services or the Directorate s loan program for self-employment. NOAS s problems include the sluggish economy, high unemployment, the diminishing financial contribution of the government, technological laggardness, and inadequate transportation. (Appendixes include tables with unemployment data and a list of available trades for trainees.) (YLB)

ED 335 492 CE 058 633

Pumphrey, Mark E.
South Carolina State Library s FY 1988 LSCA Title VI Final Performance Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Library Development; *Library Extension; *Library Role; *Literacy Education; Postsecondary Education; *Program Effectiveness; Program Implementation; *State Libraries; State Programs

IDENTIFIERS- Laubach Literacy Action; Literacy Volunteers of America Inc; *South Carolina State Library

This report documents the progress made by the South Carolina State Library in providing volunteer programs and services for illiterate adults, promoting the cooperative development and planning of literacy services throughout the state, and assisting local literacy programs with tutor training, program development, management, and recordkeeping during 1988. Activities carried out by the library included the following: (1) conducting an employability skills workshop for adult new readers that could be replicated by other libraries; (2) giving a program management series including Laubach Literacy Action and Literacy Volunteers of America programs to board members of six local literacy councils; (3) facilitating and coordinating Laubach Literacy Action tutoring training workshops throughout the state; (4) assisting in setting up English-as-a-Second-Language workshops; (5) training and certifying 10 tutors and trainers in the Literacy Volunteers of America Basic Tutor Training and Workshop Leader Training programs; and (6) training staff in using the LITMAS software package at various libraries/literacy councils. Evaluation of the project showed that the majority of the goals and objectives set were carried out successfully, though some reached only a small proportion of the literacy providers in the state. The activities provided needed services to local volunteer literacy councils. (The agreement for professional services between the South Carolina State Library and the South Carolina Literacy Association is appended to this report.) (KC)

ED 335 512 CE 058 678

Whitehead, Jan; And Others

Task Management. Supervisory Management Module. Operational Management Programme. Third Edition.

PUB DATE- 91

NOTE- 102p.; For related modules, see CE 058 670-680.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives; Continuing Education; *Decision Making; Dining Facilities; Entrepreneurship; Foreign Countries; Hospitality Occupations; Hotels; Independent Study; Learning Activities; Learning Modules; *Management Development; *Managerial Occupations; Postsecondary Education; Problem Solving; Recreational Facilities; *Supervision; *Team Training; Teamwork

IDENTIFIERS- England

This module on task management is intended to help the hospitality manager or supervisor meet all the demands of the position and at the same time keep the customer happy. The material is presented in a self-instructional format in eight sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. The eight sections cover the following: (1) great expectations; (2) objectives and tasks; (3) key target areas; (4) standards of performance; (5) problem analysis and decision making; (6) team building; (7) delegation; and (8) giving instructions. (YLB)

ED 335 591 CG 023 584

Developments in Aging: 1989. Volume 1. A Report of the Special Committee on Aging, United States Senate, Pursuant to S. RES. 66, SEC. 19, February 28, 1989, Resolution Authorizing a Study of the Problems of the Aged and Aging. 101st Congress, 2d Session.

PUB DATE- 28 Feb 90
NOTE- 464p.; For Volume 2 ("Appendixes"), see CG 023 585.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Aging (Individuals); *Federal Programs; *Older Adults; *Public Policy
IDENTIFIERS- *Congress 101st

This document contains the 1989 annual report of the Senate Special Committee on Aging. It describes actions during 1989 by the Congress, the federal administration, and the U.S. Senate Special Committee on Aging, which are significant to America s older citizens. It also summarizes and analyzes the federal policies and programs that are of the most continuing importance for older persons, their families, and for those who will become older Americans in the future. Individuals chapters examine the issues of: (1) Social Security--old age, survivors, and disability insurance; (2) employee pensions; (3) taxes and savings; (4) employment; (5) Supplemental Security Income; (6) food stamps; (7) health care; (8) long-term care; (9) housing programs; (10) energy assistance and weatherization; (11) the Older Americans Act; (12) social, community, and legal services; and (13) the federal budget. Supplemental materials contained in the report include brief summaries of the 1989 hearings of the Senate Special Committee on Aging, a list of prints and information papers printed by the Senate Special Committee of Aging in 1989, a list of the staff of the committee, and a Committee publications list from 1961 to 1989. (NB)

ED 335 652 CS 010 674

Althouse, Sharon M.
A Pilot Project Using Portfolios To Document Progress in the School Program.

PUB DATE- May 91
NOTE- 16p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Parent Participation; *Portfolios (Background Materials); Program Descriptions; *Student Evaluation; Teacher Role; *Writing Evaluation

A pilot project was developed to encourage teachers to look at assessment more comprehensively and to use a variety of ways to assess learning, emphasizing a collaborative process of ongoing assessment. The project was presented as a way to show students accomplishments as readers and writers; involve parents, teachers, and students in the process; involve the students in self-assessment; and experiment with assessment procedures more consistent with what was being measured. Results of the portfolio project indicated that: (1) writing was the most common component of the portfolio and that writing samples were the most valuable to teachers; (2) some teachers took ownership of the portfolio; (3) students felt their parents would not understand the portfolio even though it was accompanied by a letter; (4) students changed portfolio contents when the portfolio was opened to show parents what they had learned; (5) parents enjoyed the folders, were appreciative of seeing learning in progress, saw child s self-esteem improve, yet provided short responses to a survey if they responded at all. (Two figures representing portfolio content examples are included; forms for recording books read and for recording writing, a teacher checklist for recording observations about the student as learner, and the parent survey are attached.) (RS)

ED 335 712 CS 507 532

Rust, Joseph Henry, Ed.
The Outcome Statements/Competencies in Basic Entry College Level Communication Courses for the State of Illinois.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Course Objectives; Higher Education; *Interpersonal Communication; Introductory Courses; *Outcomes of Education; Required Courses; *Speech Communication
IDENTIFIERS- *Illinois; *Speech Communication Education

This booklet presents statements of outcomes and competencies in basic entry college level communication courses for both community colleges and 4-year colleges in the state of Illinois. The booklet s first section describes the origins of the project. The aims were to clarify and articulate statewide what was being taught under what headings. The next section first describes the conferences which did just that, and then lists outcome statements/competencies for courses in Fundamentals of Speech Communication and in Interpersonal Communication. The booklet next briefly lists future projects, which include addressing the outcome statements/competencies for the basic courses in Mass Communication and Theatre. Appendixes list committee members and representatives from Illinois colleges. (SR)

ED 335 733   EA 022 956

Vacca, Richard S.; Hudgins, H. C., Jr.
The Legacy of the Burger Court and the Schools, 1969-1986. NOLPE Monograph/Book Series No. 41.

PUB DATE- 91
NOTE- 151p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Affirmative Action; Constitutional Law; Corporal Punishment; *Court Litigation; Discipline; Due Process; Educational Finance; Elementary Secondary Education; Equal Opportunities (Jobs); *Federal Courts; Higher Education; Private Schools; *Public Education; *Public Schools; *School Law; School Personnel; State Church Separation; Student Rights; Teacher Rights
IDENTIFIERS- *Burger Court; *Supreme Court

This book is limited to a study of the education opinions of the Supreme Court during the time that Warren Earl Burger served as Chief Justice. Over 100 opinions having direct bearing on education were issued during the Burger years, a total greater than in the entire Court s history. The first chapter presents the history of the establishment of the Court followed by information about the present work schedule, hearing and deliberating on a case, judicial review, and brief sketches of the 13 justices, including Chief Justice Burger. Subsequent chapters discuss the following topics: (1) employment issues in schools; (2) student issues; (3) race and desegregation; (4) school finance issues; (5) civil rights tort; and (6) legacy of the Burger Court and the schools. As the Court s membership changed and the volume of education cases increased, the Burger Court moved from an activist, social change-oriented Court, through a period when the Court assumed a quasi-centrist posture, to a more conservative attitude. The Court s gradual evolution eventually returned more authority to school boards and administrators--authority that had been severely curtailed during the Warren Court era. Legal references accompany each chapter and a table of cases in alphabetical order concludes the book. (MLF)

ED 335 755 EA 023 223

Ahlstrand, Elisabeth

Teacher Cooperation and School Organization: When and Why Do Teachers Cooperate?

PUB DATE- Apr 91

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Collegiality; Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; Foreign Countries; Group Dynamics; Organizational Climate; *Participative Decision Making; *School Organization; *Team Teaching; Vertical Organization; *Work Environment

IDENTIFIERS- *Sweden

The Leda Study, a research project, examined Sweden s team teaching system. The working conditions of teacher teams in different types of school organizations are described, with a focus on group decision-making and problem-solving processes. Methodology involved observations of teacher teams in four schools; interviews with teachers, team leaders, and principals; and document analysis. Schools were classified according to a model of school organization based on the categories of organic/hierarchic organization and organizational tightness. Four teacher responsibilities were examined: instructional planning; pupil welfare; democratic cooperation between students and staff; and task origin. Findings indicate that each teaching team handled the tasks recommended by the curriculum but assigned them different meanings. Greater degrees of hierarchical school organization corresponded with increased dependence upon external authority. In organically structured schools, internally originated tasks facilitated an increase in team authority and autonomy and in perceptions of work as relevant. A conclusion is that an inherent conflict exists between the traditional hierarchical organization of Swedish schools and the organically functioning teacher teams, accentuating the need for organic organization of the schools. Two figures and one table are included. (13 references) (LMI)

ED 335 777 EA 023 254

Raney, Martha Karen; Leftwich, C. W.
An Issue of Equity: The Financing of Public School in the United States with an Emphasis on Texas. Research Monograph.
PUB DATE- Aug 90
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Constitutional Law; *Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equal Protection; *Finance Reform; Full State Funding; *Public Schools; School Funds; State Courts; Tax Allocation
IDENTIFIERS- *Texas

Issues in public school finance are discussed in this research monograph, with an emphasis on Texas. Chapter 1 provides a national historical overview, examining the changing definition of equality. The second chapter examines equity challenges in the courts, specifically, two major types of constitutional issues: (1) equal protection clauses of state constitutions and the issue of education as a fundamental right; and (2) violation of the education articles of state constitutions. Issues in measuring equity are addressed in the third chapter, which analyzes six basic finance plans, vertical and horizontal measures, and methods of data analysis. The final chapter discusses the equity situation in Texas, which is complicated by new legislation mandates and economic decline. A conclusion is that school finance reform efforts often fail due to lack of clearly defined goals and consensus. The recommendation is made for Texas to develop goals before policy formation. Five tables are included and 51 court cases are cited. (65 references) (LMI)

ED 335 800 EA 023 299

Gaines, Gale F.
Report Cards for Education: Accountability Reporting in SREB States.
PUB DATE- 91
NOTE- 30p.; Light type and low contrast will not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Elementary Secondary Education; *Evaluation Criteria; Evaluation Utilization; *Outcomes of Education; Performance; Records (Forms); Report Cards; *School Effectiveness; *State Standards
IDENTIFIERS- *Southern Regional Education Board

The application of the "report card" principle to educational accountability is described in this report, which summarizes 20 report cards now issued in the 15 states of the Southern Regional Education Board area. Specific state or local school data are not included. The following areas are summarized: mandates for reporting; the kind of information reported; methods for comparing districts and schools; formats for presenting information; and recipients of the report cards.

Fourteen tables are included. (LMI)

ED 335 822 EC 300 564

White, Carolyn C.; And Others

Persons with Mental Retardation and Related Conditions in State-Operated Residential Facilities: Year Ending June 30, 1989. Project Report #33.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- Mar 91
NOTE- 77p.; For a related document, see ED 320 355.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Costs; *Deinstitutionalization (of Disabled); *Developmental Disabilities; *Individual Characteristics; Institutionalized Persons; Longitudinal Studies; *Mental Retardation; National Surveys; *Residential Institutions; *State Programs; Trend Analysis
IDENTIFIERS- Impairment Severity

This report presents basic descriptive statistics on persons with mental retardation and related conditions in state-operated residential facilities on June 30, 1989. The report distinguishes among facilities by size, notably those with 15 or fewer residents and those with 16 or more residents. It also distinguishes between two general classes of state-operated facilities--those designated to be primarily or exclusively for persons with mental retardation and related conditions, and those designated primarily for persons with other disabilities. Part 1 presents population statistics for Fiscal Year 1989, for both small and large facilities. Part 2 presents statistics on the characteristics of residents of residential facilities with 16 or more residents. These statistics focus on age, level of mental retardation, functional characteristics, gender, new admissions, readmissions, discharges, and previous placement. Part 3 places Fiscal Year 1989 statistics within the longitudinal context of data gathered on state institution populations, resident movement, and costs of care since 1950. Appendices contain a copy of the survey form and procedures, assumptions, and limitations in longitudinal data presentation. (Includes 40 references.) (JDD)

ED 335 909 FL 019 394

Rebhun, Herbert F.
Teaching College Computer Courses in Saudi Arabia (Issues Concerning the Classroom and the Culture).
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Administration; College Curriculum; Computer Science Education; *Cultural Differences; English (Second Language); Foreign Countries; Higher Education; *Islamic Culture; Religious Holidays
IDENTIFIERS- *Arkansas State University; *Saudi Arabia

This report provides information concerning one teacher s experience in teaching college courses for Arkansas State University in the area of computer information systems to Saudi Arabian men employed by the Saudi Arabian Customs Automation Department. The students had spent approximately 2 years in Arkansas taking courses, and then went back to Saudi Arabia to work as junior programmer trainees. Problems and concerns in the selection of the students, and issues that they faced while in the United States are discussed, including: problem-solving approaches compared to rote memorization; the logistical issues of a different work week; religious holidays and daily religious prayer activities of the Saudis; the practice and understanding of Western business management principles; and issues revolving around the use of English in teaching and in the work environment. (JL)

ED 335 933 FL 019 423

Valasek, Michele
The "Other Language": Language Planning in Belgium.
PUB DATE- 90
NOTE- 24p.; In: Penn Working Papers in Educational Linguistics, Volume 6, Number 1: see FL 019 419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingualism; *Dutch; Economic Factors; Foreign Countries; *French; *Language Planning; *Language Role; Legislation; Monolingualism; *Official Languages; Political Influences; *Regional Characteristics; Social Influences; Uncommonly Taught Languages
IDENTIFIERS- *Belgium; Flemish

The language planning activities undertaken by Belgium s government suggest that the goals of linguistic legislation have changed over time, reflecting the evolution and complex interplay of social, cultural, political, and economic characteristics. Initially, language legislation stemmed from the desire of Flemish militants to protect and promote their language in the northern provinces; but they neither questioned nor jeopardized francophone language rights. Once the right to use Netherlandic in Flanders had been granted, the government was pressured into instituting territorial monolingualism in Flanders and Wallonia while trying to protect the bilingual status of Brussels. This legislation eventually led to eradication of francophone privileges in the northern provinces. During the third wave of language planning activities, language legislation became embodied in the nation s constitution. Due to growing strength of the Flemish and Walloon movements, the state was restructured and French and Netherlandic ethnolinguistic communities were granted some power over language planning activities. In current language planning, there is neither complete delegation of powers nor total centralization of legislative powers. Belgium is now constitutionally divided into four linguistic territories, three linguistic and cultural communities, and three economic regions. (MSE)

ED 335 473 CE 058 585

Riley, Linda L.

Equity Leadership Project. Final Report. FY 1990-91.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jun 91
NOTE- 135p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Education; Career Planning; Educational Improvement; Educational Planning; Females; Inservice Teacher Education; Leadership Training; *Professional Development; Program Development; *Program Improvement; Secondary Education; *Sex Fairness; *State Programs; Statewide Planning; Technical Assistance; Workshops
IDENTIFIERS- *Wisconsin

The Equity Leadership Project provided technical assistance, coordination, training, and resources to equity projects developed in the process of implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. The project served 108 school districts. The project s focus was on training regional equity leaders responsible for assisting local district staff in implementing the model. Training included providing trainees with resources, skills, and knowledge for building commitment and direction; assessing equity in the local school district; and developing and implementing long-range equity plans. A needs assessment was developed and conducted to identify specific needs. As a result, assistance was provided on the assessment process, surveying procedures, processing and analysis of data, and other equity related issues. Further assistance was given on developing agendas and content for presentations on equity issues to local school districts and community and professional groups. Recommendations were made for continuing training in gender equity issues. (Appendixes, which make up 90 percent of the document, include a composite report of student career surveys, a list of project participants, meeting agendas and evaluations, and two project newsletters.) (KC)

ED 335 532 CE 058 770

Hearing on Dropout Prevention and Workplace Literacy. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session (Flint, Michigan).

PUB DATE- 11 Feb 91
NOTE- 118p.; Serial No. 102-1. Document contains some small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Demonstration Programs; *Dropout Prevention; Federal State Relationship; Hearings; Hispanic Americans; Program Descriptions; Program Effectiveness; Program Implementation; Secondary Education; State Programs; Two Year Colleges; Youth Programs
IDENTIFIERS- Congress 102nd; *Michigan; *Workplace Literacy

This document contains oral and written testimony from a Congressional hearing on dropout prevention and workplace literacy held in Flint, Michigan, in February 1991. Testimony was given by officials of the United Auto Workers/General Motors training programs, a Michigan state senator and a state representative, school system and college administrators, an administrator of a program for Spanish-speaking persons, and a foundation official. In their testimony, witnesses described successful state and local programs that have reduced dropout rates. Programs described include Operation Graduation, the Tuition Incentive Program, programs for Spanish-speaking youths and their families, the Flint Community Schools Dropout Intervention Program, and Even Start, which is a literacy program for students and parents. The witnesses stressed that these programs have been successful because they have provided personal intervention for students and special attention to help them in their studies. Witnesses asserted that they could continue to serve youths and increase their services if more federal funds were made available, since some of the programs are presently funded solely by the state, which faces a tight budget and funding cuts. (KC)

ED 335 571 CG 023 564

Bowen, Gary L.

The Family Adaptation Model: A Life Course Perspective. Technica Report 880.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Feb 90
NOTE- 55p.; For related documents, see CG 023 561-565.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Enlisted Personnel; *Family (Sociological Unit); Family Attitudes; Family Characteristics; *Job Satisfaction; *Military Personnel; Models; Officer Personnel; Role Perception; *Satisfaction

This conceptual model for explaining the factors and processes that underlie family adaptation in the Army relies heavily upon two traditions: the "Double ABCX" model of family stress and adaptation and the "Person-Environment Fit" model. The new model has three major parts: the environmental system, the personal system, and family adaptation. This model provides a framework for the identification, definition, and measurement of conceptual domains for addressing the role of family factors in retention, readiness, and sense of community. The model identifies factors which buffer and moderate role demands and their consequences at the personal, family, community, and Army levels of analysis. It theoretically grounds the research on role demands and their link to family adaptation, discusses and nominally defines conceptual domains and subdimensions in the model, and specifies a number of propositions which are derived from the model for empirical grounding, specification, and testing. Such conceptual clarification and modeling are precursor steps to the empirical specification of testable models, rich with operational measures and testable research hypotheses which are responsive to project objectives. This proposed model provides important structure for directing the next phase of project activities, especially the design of the survey instruments for the field investigation. (Author/ABL)

ED 335 611 CG 023 604

Fisher, Lawrence; Ransom, Donald C.
Family World View, Parent Emotion Management and Adolescent Health.
SPONS. AGENCY- Tucson Community Foundation, AZ.
PUB DATE- Apr 91
NOTE- 19p.; Paper presented at the Society for Research in Child Development Biennial Meeting (Seattle, WA, April 18-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Child Health; *Family (Sociological Unit); *Family Attitudes; Hispanic Americans; *Nuclear Family; *Well Being; Whites

This study hypothesized that relatively specific aspects of family life are associated with relatively specific aspects of health and well-being, and that the pattern of these associations varies as a function of certain primary characteristics of family members, such as gender, role, and generation. To test these hypotheses, data were collected from 225 two-parent white or Hispanic families of adolescents. The adolescent sample from the families consisted of 141 males and 137 females. Subjects completed measures of adolescent health, family world view, and couple emotion management. Data were analyzed to determine patterns of association between the four family world view indices and adolescent health, and between the three couple emotion management ratings and adolescent health for males and females. The results revealed that both family world view and couple emotion management were significantly associated with those aspects of adolescent health that unfold inside the family. Family coherence was linked with emotional and physical well-being for males and with emotional well-being and low anxiety scores for females. Striking differences were found in both strength and pattern of family and health associations between adolescent males and females. It appeared that the sense of feeling close and involved with family, especially the parents, was important for female adolescents in terms of their reported health and well-being. Family domains were significantly associated with aspects of adolescent health. (NB)

ED 335 692   CS 212 989

Vanden Akker, Sherri L.

Defining and Animating Flat Text: A Case Study.
PUB DATE- 23 Mar 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Student Writing Models; *Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Process Approach (Writing); Voice (Rhetoric); Writing Style

A student was able to overcome flatness in his writing when he focused on the process of writing rather than the product. The student s draft of an essay about a symbol the student found meaningful contained spelling and grammatical errors and was also "flat." The essay had no apparent thesis, demonstrated lack of success in issues of writing style, and showed little voice. The student, responding to the teacher s comments on his essay, indicated that he had lost himself somewhere in the writing process--he had turned the essay topic from something he cared about (the gift of a watch) not care about time. He had become more concerned with the final into something he did product of writing rather than the process of writing as discovery. Subsequent drafts demonstrated improved theses, an improved writing style, and a greater use of "voice." By treating the writing process as one of discovery, the student entered into a dialogical relationship first with himself and then with his audience. Flat text is not an insurmountable problem: [illegible] is something teachers and students can both underst[illegible] and work to overcome. (RS)

ED 335 864 FL 018 694

Puhl, Carol A.
Up from Under: English Training on the Mines. Report on 1988 Research Project Conducted at Gold Fields Training Services.
PUB DATE- 22 Aug 89
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)
DESCRIPTORS- Achievement Gains; Blacks; *Cognitive Development; *Educationally Disadvantaged; *English (Second Language); Foreign Countries; Intensive Language Courses; Language Attitudes; *Mining; Music Activities; Program Effectiveness; Program Evaluation; Relaxation Training; *Second Language Programs; *Student Attitudes; Teaching Methods
IDENTIFIERS- *South Africa; University of Stellenbosch (South Africa)

A South African project investigated effective methods of English language instruction for educationally disadvantaged black gold mine workers. Four instructors taught eight 3-week intensive classes, four by traditional language teaching methods and four by methods used at the Institute for Language Teaching of the University of Stellenbosch (INTUS). These methods promote accelerated learning and include physical and mental relaxation, music to broaden the brain s perceptual abilities, and use of a specially-written story adapted to a particular group of learners with archetypal characters and theme. English language and cognitive skills were measured before and after the courses. Results indicate clearly that this population can learn an appreciable amount of English using this approach. Both experimental and control groups improved their language skills. The experimental (INTUS approach) group showed a greater average gain, not statistically significant, in oral skills, and also improved in cognitive skills, while the control group remained constant. Both groups showed improvement in attitude and affective variables. The experimental group had more vitality and was more critical and thoughtful, while the control group appeared passive. Wider use of and research on the INTUS approach is recommended. (MSE)

ED 335 552 CE 058 818

Lovelace, Bill E.; LaBrecque, Suzanne V.

Professional Improvement Needs of Faculty of Postsecondary Technical/Vocational Programs. Summary Report. Professional Improvement Assessment Project.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 30 Jun 91
NOTE- 49p.; For related documents, see CE 058 817-819.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Community Colleges; Competency Based Education; Databases; *Educational Needs; Educational Planning; *Faculty Development; Postsecondary Education; Professional Development; Technical Education; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Texas

One part of a five-phase study was conducted to develop a database that identifies the professional improvement needs of postsecondary health occupations educators as expressed by individuals responding to a survey and to disseminate the findings of the needs assessment to the coordinators/directors of local institutions for planning faculty development. Information was gathered through a review of literature that identified competencies/tasks performed by individuals employed as health occupations instructors. These tasks were then validated by practitioners at four Texas colleges. A needs assessment was conducted by mailing questionnaires to coordinators/directors of faculty development asking for the present and desired levels of development of their health occupations instructors for 106 task/competency statements. Biographical information also was collected. The study found that 49 percent of the 673 responding faculty had not completed a professional development course in technical/vocational education, and 51 percent felt that development efforts in their institutions were inadequate. The respondents indicated a need for professional development in all 106 competency/task statements on the questionnaire, with the most pressing needs related to program planning, development, and evaluation. Recommendations were made to develop more extensive professional development programs for postsecondary health occupations instructors. (Appendixes include a job inventory survey and the needs assessment questionnaire.) (KC)

ED 335 631 CS 010 410

LaBonty, Jan

College Students as Readers.

PUB DATE- Nov 90

NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990). Best available copy.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Childrens Literature; *College Students; Higher Education; *Reading Attitudes; *Reading Habits; Reading Instruction; Reading Research; *Recreational Reading; Scholarly Journals; Student Attitudes; *Teacher Attitudes; Teacher Education

IDENTIFIERS- Teacher Surveys

Statistics on the reading habits of adult Americans are grim. Surveys of teachers reveal inadequate and unimpressive figures in recreational and professional reading and awareness of children s literature. Studies show that, as a whole, teachers are not avid readers. Furthermore, older teachers tend to be more prolific readers of both recreational and professional materials. While personal recommendation is a most powerful tool for prompting students to read, it is doubtful that many teachers are knowledgeable enough about children s literature to guide students reading choices. A study of 158 undergraduate education students from two universities confirmed these findings. Most did not read professional journals regularly, a majority did not have a favorite children s poet, and many did not have a favorite author for children. In a separate study, 65 undergraduate and 62 graduate students in reading-related classes were asked to set their own goals in recreational and professional reading and children s literature. Goals and choices of children s literature varied widely. Many chose "Instructor" and "The Reading Teacher" as their favorite professional journals. For recreational reading, students often selected magazines and newspapers. Research on the reading habits of adults clarifies the need for education students to become role models for young readers. (SG)

ED 335 778 EA 023 255

Wisconsin Educational Standards: A Blueprint for Excellence. Bulletin No. 91470.

PUB DATE- May 91

NOTE- 158p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Certification; Curriculum; Elementary Secondary Education; *Excellence in Education; Graduation Requirements; High Risk Students; Instruction; Kindergarten; Library Standards; Personnel Evaluation; Remedial Reading; School Counseling; *School Effectiveness; School Health Services; Staff Development; *State Standards

IDENTIFIERS- *Wisconsin

Wisconsin educators and education policymakers participated significantly in the development of the state s Blueprint for Excellence. The Blueprint s 20 standards are an integrated set of minimal expectations brought together for the purpose of making schools more effective for all students. To help school district decisionmakers review activities in their schools and determine what efforts need to be made to meet the standards, this document gives overviews, administrative rules, questions and answers, and Department of Public Instruction resources for licensure, staff development, remedial reading, kindergarten, days and hours of instruction, guidance, counseling, nursing, library services, safe facilities, health, physical education, art, music, curriculum, instruction, education for employment, children at risk, annual performance disclosure reports, high school graduation standards, personnel evaluations, third grade reading tests, achievement tests, and gifted and talented pupils. (EJS)

ED 335 801 EA 023 303

NAIS Statistics, 1990-1991: Financial Aid, Financial Operations, Enrollment, Staffing.
PUB DATE- 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Admission (School); *Demography; Elementary Secondary Education; *Enrollment; *Enrollment Trends; *Institutional Characteristics; School Personnel; *School Statistics; Student Financial Aid; Trend Analysis

Information generated from a survey of member schools of the National Association of Independent Schools (NAIS) conducted in the fall of 1990 is summarized in this report. The total number of schools in all member categories is 991. Data on enrollment, staffing, people of color, and financial aid for the 1990-91 school year and on admissions and financial operations for 1989-90 are included. Aggregate data are reported according to classifications of school type, size, and geographic region. Trends suggested by the data are analyzed and a new section on admission activity and treatment of financial aid, tuition remission, and no-need awards id s provided. Enrollment information on 34 Canadian member schools, definitions, and report highlights are also presented. Thirty-six tables are included. (LMI)

ED 335 844 EC 300 586

Hinkle, Paul D.

California Special Education Programs: A Composite of Laws: Education Code--Part 30, Other Related Laws, and California Code of Regulations--Title 5. Revised to Cover Laws Enacted during 1990. Thirteenth Edition.

PUB DATE- 91

NOTE- 271p.; For the twelfth edition, see ED 320 367.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090),Collected Works - Serials (022)

DESCRIPTORS- *Disabilities; Due Process; Elementary Secondary Education; Legal Responsibility; Preschool Education; Program Implementation; *Special Education; *Special Needs Students; *State Legislation; *State Standards

IDENTIFIERS- *California

This compilation cites the legal provisions of Part 30 of the California Education Code relative to special education programs; Chapter 1 of Division 3 of Title 5 of the California Code of Regulations relative to special education for children with disabilities; and other parts of the Education Code, Health and Safety Code, Government Code, and Welfare and Institutions Code having a direct impact on special education and related services for individuals with exceptional needs. Chapters pertaining to Part 30 cover: general provisions; administration; elements of the local plan; identification and referral, assessment, instructional planning, implementation, and review; demonstration programs; early education; programs for 3-to-5-year-olds; career and vocational education programs, transition services, and project workability; interagency agreements; procedural safeguards; behavioral interventions; evaluation, audits, and information; funding; and programs for individuals residing in state hospitals. Topics covered by Title 5 include identification, referral, and assessment; instructional planning and individualized education programs; implementation; nonpublic, nonsectarian school and agency services; and procedural safeguards. Selected provisions of the Education Code (other than Part 30) and other state codes cover such topics as building area allowances, transportation, suspension/expulsion, early intervention, longer day-year, and interagency responsibilities. (JDD)

ED 335 887 FL 019 340

Carrington, Lawrence D.
Acquiring Language in a Creole Setting: Theoretical and Methodological Issues.
PUB DATE- Apr 89
NOTE- 8p.; In: Papers and Reports on Child Language Development, Number 28, p65-71, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *Creoles; Educational Environment; Environmental Influences; Foreign Countries; Grammatical Acceptability; *Language Acquisition; Language Research; Language Variation; *Learning Processes; Native Speakers; *Research Methodology; *Social Influences
IDENTIFIERS- *Caribbean Islands

The study of language acquisition requires that the analyst identify the learner s target and have available a grammatical description of the target. In the case of the Caribbean Creole environment, special caution is required in identifying the learner s target because substantial variation is intrinsic to the input and ambient language. Existing studies of language varieties in the region must not be assumed to provide appropriate descriptions of the input or ambient language for a particular learner. Both the description of the language to be acquired and the account of the process of acquisition must be based on the same corpus produced in the same learning environment by the learner and the participants in his language socialization. The corpus can be enhanced by eliciting from the participants their notion of what the learner is attempting to say and ought to be saying. This procedure is important for providing access not only to notions of grammaticality but also notions of appropriateness. Given the interlock between speech behavior and identity in these settings, attention must be devoted to the acquisition of the ability to manipulate socially linked variants of a variable. (Author)

ED 335 910 FL 019 395

Scott, Pamela J.
The Implications of a Conversation Analysis Approach To Request Sequences for English Language Teaching.
PUB DATE- Sep 87
NOTE- 101p.; M.S. Dissertation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Discourse Analysis; *English (Second Language); *Instructional Material Evaluation; *Instructional Materials; *Interpersonal Competence; Language Research; Second Language Instruction
IDENTIFIERS- *Conversation; *Requests

This study examines through Conversation Analysis (CA) the way requests for action are interactionally accomplished in naturally occurring spontaneous conversation, and uses the findings as the basis for an evaluation of the way requests are presented in published English language teaching (ELT) materials. The following areas are discussed: (1) the general implications of a CA approach to conversational interaction for ELT; (2) the implications of a CA approach to requests for notions of appropriateness; (3) what constitutes a request; and (4) request and pre-request sequences in the CA literature. It is demonstrated that there is no overt orientation in any of the instructional materials examined to the kind of interactional issues discussed. However, some materials provide implicit models of how conversational interaction is accomplished. Appended materials include extracts of research data, an evaluation sheet, and references and a bibliography. (JL)

ED 335 513 CE 058 679

Barker, Gale; And Others
Rights & Responsibilities. Personnel Management Module.
PUB DATE- 91
NOTE- 115p.; For related modules, see CE 058 670-680.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Age Discrimination; Arbitration; Autoinstructional Aids; Behavioral Objectives; *Compliance (Legal); Continuing Education; Contracts; Dining Facilities; Dismissal (Personnel); Employer Employee Relationship; Employment Practices; *Entrepreneurship; Equal Opportunities (Jobs); Foreign Countries; Grievance Procedures; Hospitality Occupations; Hotels; Independent Study; *Labor Legislation; Learning Activities; Learning Modules; Management Development; *Managerial Occupations; *Occupational Safety and Health; *Personnel Management; Postsecondary Education; Recreational Facilities; Sex Discrimination; Supervision
IDENTIFIERS- England

This module on rights and responsibilities is intended to introduce the hospitality manager or supervisor to sound personnel management practices that comply with the law. The material is presented in a self-instructional format in seven sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. Topics are as follows: (1) the law and personnel procedures; (2) contracts of employment and work permits; (3) discipline, grievances, and disputes; (4) dealing with staff who are dismissed; (5) nondiscrimination and equal opportunities; (6) time off and maternity rights; and (7) protecting people in the workplace. (YLB)

ED 335 592 CG 023 585

Developments in Aging: 1989. Volume 2--Appendixes. A Report of the Special Committee on Aging, United States Senate, Pursuant to S. RES. 66, SEC. 19, February 28, 1989, Resolution Authorizing a Study of the Problems of the Aged and Aging. 101st Congress, 2d Session.

PUB DATE- 28 Feb 90
NOTE- 682p.; For Volume 1, see CG 023 584.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Aging (Individuals); *Federal Programs; *Older Adults; *Public Policy
IDENTIFIERS- *Congress 101st

This document contains the appendices to the 1989 annual report of the Senate Special Committee on Aging which: (1) describes actions during 1989 by the Congress, the federal administration, and the U.S. Senate Special Committee on Aging, that are significant to America s older citizens; and (2) summarizes and analyzes the federal policies and programs that are of the most continuing importance for older persons, their families, and for those who will become older Americans in the future. Appendix 1 contains the annual report of the Federal Council on Aging. Appendix 2 contains a report from federal departments and agencies, including the Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, the Interior, Justice, Labor, State, Transportation, and the Treasury; ACTION; the Commission on Civil Rights; the Consumer Product Safety Commission; the Environmental Protection Agency; the Equal Employment Opportunity Commission; the Federal Communications Commission; the Federal Trade Commission; the General Accounting Office; Legal Services Corporation; the National Endowment for the Arts; the National Endowment for the Humanities; the National Science Foundation; the Office of Consumer Affairs; the Pension Benefit Guaranty Corporation; the Postal Service; the Railroad Retirement Board; the Small Business Administration; and the Veterans Administration. (NB)

ED 335 653 CS 010 675

Yunginger-Gehman, Julianne
A Pilot Project for Portfolio Assessment in a Chapter 1 Program.

PUB DATE- 8 May 91
NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Mathematics Instruction; *Portfolios (Background Materials); Primary Education; Program Descriptions; Reading Instruction; *Student Evaluation; Writing Instruction
IDENTIFIERS- Eastern Lancaster County School District PA; *Education Consolidation Improvement Act Chapter 1

A pilot project in Eastern Lancaster County School District, Pennsylvania, will use portfolio assessment in a Chapter 1 program. Based on test data and the input of classroom teachers, Chapter 1 tutors and classroom teachers will collaborate to identify two or three goals for each individual student, who will be asked to commit to them and add one or more goals of their own. Sample reading and math goals include: (1) publishing a certain number of books or pieces of writing; (2) reading a certain number of books; (3) demonstrating increasing competency in journal writing; (4) improving reading attitude; (5) achieving a grade level rating on a district writing sample; (6) developing a storehouse of strategies for prewriting and revising; (7) writing the steps in a particular mathematical operation in the proper sequence so that they are readable by peers as well as the teacher; and (8) creating and presenting a story problem to the class. Examples of students work will be kept in a portfolio with the intent of documenting student growth and reflecting academic achievements in reading, writing, and/or math, but also across the curriculum. (A memo to tutors concerning the use of portfolios and two letters to parents concerning portfolios are attached.) (RS)

ED 335 673 CS 212 893

Schwartz, Helen J.
21st-Century Citizen Scholars: Testing What Is Possible and Desirable.
PUB DATE- 24 May 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Computers and Writing Conference (Biloxi, MS, May 24-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Equal Facilities; Higher Education; Instructional Innovation; Program Descriptions; *Teleconferencing; *Writing Across the Curriculum
IDENTIFIERS- Collaborative Learning; *Indiana Univ Purdue Univ at Indianapolis

A pilot program at Indiana University-Purdue University at Indianapolis (IUPUI), called the Twenty-First Century Citizen Scholars, explores and evaluates the pedagogy of computer conferencing in writing-across-the-curriculum and makes sure of equal access by students. The purpose of the project is to build intellectual coherence, reduce conflict in students roles as they balance the demands of family, work, and studies, and create a community for urban commuters by using computer telecommunications. The teacher models the etiquette of the bulletin board, establishing it as a supportive place. Conference members are classmates and teacher. The project, after 4 semesters of operation, has served 8 classes, over 80 students, ranging from introductory classes to upper-division and graduate courses. All students have the necessary equipment at home, on loan if necessary. The program s philosophy defines students as bringing assets of experience and commitment to the learning process, rather than deficits that must be compensated for. The program has achieved the following benefits: students explore new ideas and personal experience that might seem digressions in class, but which lead to broader syntheses and intellectual coherence; all students participate; students take on many insturctional functions as they become active, empowered learners; faculty experience increased involvement with students and with each other; students turn intellectual community into action; and students become familiar with advanced technology useful for their futures. (Sixteen references and an appendix containing selections from a TCCS Bulletin Board are attached.) (SR)

ED 335 713 CS 507 533

Bourhis, John; Stubbs, Jay

Communication Apprehension and Learning Styles.

PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Communication Apprehension; Communication Research; Higher Education; Interpersonal Communication; *Undergraduate Students
IDENTIFIERS- Grasha Riechmann Student Learning Styles Scales; Personal Report of Communication Apprehension

A study examined the relationship between communication apprehension and the six learning styles of the Grasha-Riechmann Student Learning Styles Scale (GRSLSS). Data were gathered from 325 undergraduates enrolled in an introductory course in interpersonal communication who completed J. McCroskey s Personal Report of Communication Apprehension (PRCA-24), and the GRSLSS. Results indicated that low, moderate, and high communication apprehensive students differ in their preferences for learning styles, and communication apprehension correlates moderately but significantly with four of the six GRSLSS learning styles. (Two tables of data are included; 36 references are attached.) (Author/PRA)

ED 335 756 EA 023 224

Loup, Karen S.; And Others

The System for Teaching and Learning Assessment Review (STAR): A Holistic, Classroom Observation Alternative to Measures of Student Perceptions for Research on Classroom Learning Environments.

PUB DATE- Apr 91

NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991)

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Environment; *Classroom Observation Techniques; Classroom Techniques; *Educational Environment; Elementary Secondary Education; Holistic Approach; *Holistic Evaluation; *Instructional Effectiveness; Teacher Evaluation; Teacher Student Relationship

IDENTIFIERS- *Louisiana; *System for Teaching Learning Assessment Review

A conceptual and empirical analysis of findings from the development of a comprehensive classroom-based, direct observational measure of classroom environment is presented in this paper. The System for Teaching and Learning Assessment and Review (STAR) differs from traditional instruments of direct, systematic classroom observation in that it assesses elements of both teaching and learning. Observation is based on four performance dimensions: preparation, planning, and evaluation; classroom and behavior management; learning environment; and enhancement of student learning. Findings demonstrate the usefulness of the instrument as a comprehensive measure of the total learning environment, applicable to the concept of learning environments as highly interactive, complex social systems in which both teachers and students actively participate in learning. The use of multimethod approaches to understand the complexities of classroom learning environments from multiple viewpoints is recommended. Appendices summarize the four performance dimensions and components of the psychosocial and physical learning environments. (42 references) (LMI)

ED 335 455 CE 058 560

Baidya, Bhuchandra P. R.; Chaudhari, Gayatri
Women and Training for Rural Gainful Activities (TRUGA). Training Discussion Paper No. 72.
PUB DATE- 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Developing Nations; Economically Disadvantaged; Economic Development; *Educational Benefits; Foreign Countries; *Human Capital; *Job Training; Labor Force Development; Program Effectiveness; Program Evaluation; Rural Areas; Rural Education; *Rural Population; *Sex Fairness; *Womens Education
IDENTIFIERS- *Nepal

An evaluative study was conducted of the Training for Rural Gainful Activities (TRUGA) project and methodology in Nepal regarding women s participation and benefits. The study analyzed TRUGA as a project and as a training methodology, assessed the effects of TRUGA activities on women, and evaluated project investment in and benefits to women. Findings were based on analysis of project documents, records, reports, and other relevant materials and information generated through consultation and in-depth interviews with officials, TRUGA management and implementers, TRUGA trainees, and chief women officials of relevant organizations. TRUGA was found to have been institutionalized in the Department of Cottage and Village Industries (DCVI). Factors that contributed to its success were the following: similar objectives of DCVI and TRUGA; TRUGA s introduction of its approach in the regular training activities of DCVI; operation of TRUGA as part of the DCVI; and reciprocal full support. TRUGA was a vocational training methodology designed to promote and support income and employment-generating activities for poor rural people. It was successful in reaching women and improving women s access to training, equipment, raw materials, facilities, loans, and other support. Women shared 57.2 percent of training expenditures and 48.4 percent of placement support. (The document includes 10 case studies of TRUGA participants. Appendixes include instruments used in the study.) (YLB)

ED 335 493 CE 058 635

Eiselstein, June
Technology Assisted Learning Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; *Computer Assisted Instruction; Computer Centers; Computer Software Selection; *Interactive Video; *Learning Laboratories; Library Acquisition; *Library Collection Development; *Library Development; Library Extension; Literacy Education; Media Selection; Optical Disks; Public Libraries; Staff Development; Technological Advancement; *Technology Transfer; Tutoring; Tutors; Volunteers; Volunteer Training
IDENTIFIERS- New Britain Public Library CT

A project established a Technology Assisted Learning Center (TALC) at the New Britain (Connecticut) Public Library. Software for computer-assisted instruction was purchased in the following areas: drill and practice, educational games, simulation, demonstration, tutorial, and problem solving. Problems were encountered with regard to interactive video (compact disc) selection, purchase, organization, storage, and set up of software, equipment, and peripherals. Some library staff were trained to use software and equipment. One training workshop was conducted for Literacy Volunteers of America Tutor Trainers. Library staff and Literacy Volunteers planned jointly the procedures to implement and evaluate the center, including guidelines and a user contract. Despite problems, project staff planned to integrate the center with continuing services at the New Britain Public Library. (Appended are: a copy of the budget expenditures; an annotated bibliography of 44 New Britain Public Library computer software packages; rules and regulations on public access to microcomputers; a microcomputer user contract; procedures for microcomputer use; and an annotated listing of 10 compact discs for education available at the New Britain Public Library.) (YLB)

ED 335 533 CE 058 772

Benson, Ian; And Others

Developments in Prison Service Education and Training. Coombe Lodge Report. Volume 22, Number 1.

PUB DATE- 90

NOTE- 77p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Adult Education; *Correctional Education; Correctional Institutions; Correctional Rehabilitation; Developed Nations; Educational Development; Foreign Countries; Job Training; Postsecondary Education; *Prison Libraries; Stress Management; Student Certification; *Vocational Education

IDENTIFIERS- *England; National Vocational Qualifications (England)

Ten papers are provided on the prison education service in the United Kingdom. "Developments in Prison Service Management" (Ian Benson) describes changes in the past 5 years. "Prison Libraries" (Peter Blunt) describes the background to prison libraries and provides information on the present position. Current approaches to vocational education and training are addressed in "Prison Service Vocational Training in the 1990s" (Christine Braddock). "The Management of Regimes" (Ian Dunbar) contains the message that the prison service must have a clear vision of the need to care for, help, and influence prisoners and must translate that vision into concrete language which provides a practical tool for management purposes. "The Role and Function of the Head of Inmate Activities: A Practitioner s Approach" (Alison Gomme) describes the Fresh Start model. "Conditions of Service for Staff in Further Education" (David Marston) considers that 1-2% of the further education work force are correctional educators. "Officer-Led Pre-Release Training" (Stephen Pryor) explains the goals of helping inmates cope with imprisonment and return successfully to the community. "Implications and Opportunities of the Education Reform Act for Prison Education" are considered by Paul Ripley. "The Management of Stress" (Anna Stiling) focuses on a concern of corrections officers. The final paper examines the "Development of National Vocational Qualifications in the Prison Service" (Neil Tattersall). (YLB)

ED 335 612 CG 023 605

Evans, Ellis D.; And Others
Adolescents Cognitions and Attributions for Academic Cheating: A Cross-National Study.

PUB DATE- Apr 91
NOTE- 44p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Cheating; *Cross Cultural Studies; *Cultural Differences; Grade 11; High Schools; High School Students; Student Attitudes
IDENTIFIERS- Costa Rica; Germany; United States

Concern about academic cheating in the schools has been persistently expressed in the scholarly and mass media literature for several decades. Much of this concern derives from studies that show cheating as a widespread problem in American schools, behavior that clearly runs counter to the ethic of intellectual honesty. In this study cognitions were examined by a questionnaire method for comparable 11th-grade students in Costa Rica (N=114), Germany (N=121), and the United States (N=87) for the purpose of describing similarities and differences associated with culture, achievement status, and gender. Most results indicated that German students differed substantially from both Costa Rican and U.S. students in cheating problem perceptions, critical attributes of cheating, causal factors in cheating, and beliefs about effective ways to control cheating in the school, although some important similarities across all three samples were observed. Achievement and gender effects were less substantial, but uniform across cultures. This study has provided both original findings and provocative cues for continued cross-cultural study. Consistent differences in the way adolescents think about academic cheating have been observed, with German students most clearly distinct from their U.S. and Costa Rican counterparts. Further research is recommended, with special attention to school type, administrative policy, and goal structures to clarify the relationship between school and ethics in academic development. (Author/ABL)

ED 335 734 EA 023 130

2001: A Vision for the Future. A Plan for Improving Instruction and Reducing Dropout and Grade Retention in Charleston County School District.

PUB DATE- 90
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *Grade Repetition; High Risk Students; Instructional Improvement; Potential Dropouts; Program Evaluation; Program Implementation; School Holding Power; Student Attrition; Withdrawal (Education)
IDENTIFIERS- *Charleston County School District SC

"A Vision for the Future," a comprehensive long-range plan to develop, implement, and evaluate a multipart program to reduce the dropout rate in the Charleston, South Carolina, school district, is described in this report. Goals and objectives are presented, followed by a description of 18 intervention strategies. Components of the plan include improved reporting of data on student performance, grade retention, and attrition; replication and extension of effective instructional projects in grades K-12, with a focus on reading instruction for at-risk first- through third-graders; focusing resources on at-risk populations; outcome-based evaluation; and conducting school effectiveness research. Appendices contain implementation plans for 19 interventions, a phase-in chart, and lists of task force members and subcommittee assignments. Three figures are included. (25 references) (LMI)

ED 335 823 EC 300 565

The Texas State Plan and Guidelines for the Education of the Gifted/Talented.
PUB DATE- 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; *Educational Objectives; Educational Practices; Elementary Secondary Education; *Gifted; Government Role; Preschool Education; Program Development; Staff Development; *State Programs; *State School District Relationship; *Talent
IDENTIFIERS- *Texas

This state plan for education of gifted/talented students in Texas offers a rationale and goal, and defines the roles of the Texas Education Agency and the regional education service centers in supporting local district services for gifted students. The plan also contains suggested guidelines for use by local district personnel in the development of programs for the gifted that meet state requirements. These guidelines deal with evaluation and planning, student identification, program organization, curriculum development, staff development, and parent/community involvement. Appendixes contain: (1) critical indicators of quality performance; (2) checklists for program planning and improvement; (3) procedures for identifying students; (4) student selection criteria; (5) preschool/primary program designs; (6) curriculum development principles; (7) student objectives; (8) advanced placement and education guidelines; (9) criteria for selection of materials; (10) staff development planning information; (11) teacher competencies; and (12) suggestions for organizing a local association of parents and educators for the gifted/talented. The document also contains a glossary, a list of five references, and a 29-

ED 335 934 FL 019 424

Hardman, Joel, Ed.; And Others
Penn Working Papers in Educational Linguistics, Volume 6, Number 2.
PUB DATE- 90
NOTE- 94p.; For individual papers, see FL 019 425-430.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Communication Problems; Cultural Traits; Discourse Analysis; Educational Strategies; *English (Second Language); Foreign Countries; *Intercultural Communication; Interpersonal Communication; Japanese; Language Patterns; Language Research; Language Styles; Linguistic Theory; Research Methodology; Second Language Learning; *Second Languages; Sociolinguistics; *Speech Communication; *Speech Skills; *Turkish; Uncommonly Taught Languages
IDENTIFIERS- *Compliments (Language); Japan

The working papers contained in this volume include the following: "Intercultural Communication and the Analysis of Conversation" (Nessa Wolfson); "Methods of Inquiry into Cultural Expression in Speech Behavior" (Ruth Benander); " I Really Like Your Lifestyle : ESL Learners Learning How to Compliment" (Kristine Billmyer); " Your Eye is Sparkling : Formulaic Expressions and Routines in Turkish" (Seran Dogancay); "Misunderstood Efforts and Missed Opportunities: An Examination of EFL in Japan" (Yoshiko Okushi); and "Discourse Marking and Elaboration and the Comprehensibility of Second Language Speakers" (Jessica Williams). (MSE)

ED 335 474 CE 058 589

Nelson, Orville; Lee, Howard
VTAE Problem-Solving Workshop (Menomonie, Wisconsin, April 29-May 1, 1991).

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jun 91
NOTE- 171p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Business; Causal Models; Competency Based Education; *Competency Based Teacher Education; Decision Making; *Problem Solving; School Business Relationship; Small Group Instruction; Workshops
IDENTIFIERS- Wisconsin

This paper describes a 3-day workshop designed for Wisconsin Vocational, Technical, and Adult Education instructors who taught technical/occupational coursework and focused on problem-solving techniques used in business and industry. Problem-solving techniques were identified through personal and telephone interviews in a sample of 200 training directors in businesses and industries (30% responded). Participants were taught to develop competencies in using common problem-solving techniques, demonstrate competency in using simulation tests of the solutions, and acquire skills in designing follow-up evaluations of problem solutions. (The bulk of this document is composed of four appendices: (1) problem-solving survey results; (2) participant s action plans; (3) workshop materials and handouts; and (4) contact letters. Materials and handouts include information on problem solving and decision making in the printing industry and on small group problem solving, cause-effect diagrams, competency-based learning materials, and Pareto diagrams. Other materials deal with graphic problem-solving techniques, problem solving in business and industry, designed experiments, and evaluation of problem-solving skills. The workshop agenda and 15 references are included.) (NLA)

ED 335 572 CG 023 565

Orthner, Dennis K.; Bowen, Gary L.
Family Adaptation in the Military. Technical Report 1559.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- May 90
NOTE- 29p.; For related documents, see CG 023 561-564.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjustment (to Environment); Enlisted Personnel; *Family (Sociological Unit); Family Attitudes; Family Characteristics; *Job Satisfaction; *Military Personnel; Officer Personnel; Organizational Climate; Research Needs; *Satisfaction

This study reflects a synthesis of a number of interrelated activities that have been performed by the Army Family Research Plan family adaptation research group over 3 years. These activities have included literature reviews, model development, primary and secondary analysis of available datasets and expert/user consultations, as well as field visits to conduct interviews with soldiers, family members, and Army leaders and service providers. Indicators of family adaptation were found to vary by individual, family, work, and community characteristics such as informal support networks, military support services, and military leadership support. Policymakers and Army leaders can use the findings to guide their decisions concerning the family programs that are most likely to foster family adaptation. Future research on military family adaptation needs to expand current efforts in several new directions. These include more attention to multi-method approaches to examining family adaptation, more use of qualitative methodologies, more short-term longitudinal research and more intervention research focusing on the effects of selected programs and services. Without careful investigations of outcomes from military program interventions, it is difficult to make appropriate judgments of program effectiveness or to understand the potential contributions that selected support services can have for military family adaptation. (ABL)

ED 335 693 CS 212 990

Dugan, Penelope

Blurring Genres, Crossing Boundaries, and Calling the Question: The Dissertation at SUNY Albany.

PUB DATE- Mar 91

NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Doctoral Dissertations; *Doctoral Programs; *Graduate Students; Higher Education; *Writing (Composition)

IDENTIFIERS- *State University of New York Albany; Writing contexts

Dissertations are products of the places and times in which they are written. For one graduate student, enrolling in the doctoral program at State University of New York (SUNY) Albany, however, not only demonstrated how creative writers, composition teachers and theorists can mix together, but also illustrated that dissertation writing is not a solitary activity at SUNY. Students at all levels of study are the first readers of each other s chapters and drafts. Genres blur, boundaries are crossed, and much writing happens. Poets, fiction writers, and writing consultants wrote rhetoric and composition dissertations which arose from interrogations of their own and institutional practices. All of the dissertations were viewed by their writers as provisional statements--not a life s work--and were completed within the 3 years of assistantship or fellowship support given to fulltime doctoral students. In addition, all of the writers are employed in colleges or universities, continuing the 100% placement rate in the rhetoric and composition portion of SUNY Albany s doctoral program. Students at SUNY not only write dissertations, but students and professors read them as well. (PRA)

ED 335 802 EA 023 304

Hodgkinson, Harold L.
Colorado: The State and Its Educational System.
PUB DATE- Apr 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conservation (Environment); Demography; *Economic Climate; Economic Development; *Educational Finance; *Educational Trends; Elementary Secondary Education; Higher Education; Hispanic Americans; Minority Groups; Population Distribution; *Population Trends
IDENTIFIERS- *Colorado

A profile of Colorado is provided, which examines trends in the state s economy, environment, population, crime, and education. The state is characterized by a lack of economic diversity, ecological vulnerability, and concentrated population. Although the work force is generally well educated, Hispanic Americans tend to be less successful in business and education than Whites. Economic recovery is predicted as business and technological services increase; however, the state continues to depend heavily on agriculture, minerals, and energy extraction. Recommendations are made to establish programs for Hispanic educational success; implement "pay-as-you-go" educational financing; encourage small minority-owned businesses; provide economic equity for all regions; and develop local educational initiatives. Six tables and three figures are included. (9 references) (LMI)

ED 335 865 FL 018 877

Goschnick, Hella Eleonore

The Poetic Conventions of Tina Sambal. Special Monograph Issue, Number 27.

PUB DATE- 89
NOTE- 448p.; Based on an M.A. Thesis, LaSalle University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Art Song; *Cultural Traits; Foreign Countries; Grammar; *Language Patterns; Literary Genres; Phonology; Phrase Structure; *Poetry; Semantics; Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- Orthography; Philippines; *Tina Sambal

this study, an analysis of poetry in Tina Sambal, a Philippine language spoken by about 70,000 persons in northern Zambales province, looks at the characteristics of the different poetic genres and poetic conventions followed in writing songs and poems. Primary emphasis is on phonological restrictions, grammatical liberties, and semantic embellishments. The first chapter describes Tina Sambal poetic genres and their use, focusing on the changing use of songs and poems, 11 specific song types (religious poetry, hortatory songs, life-story songs, entertaining songs, comical songs, compositions for special occasions, poems, serenading and caroling songs, courting songs, love letters, and sad love songs), functions of Tina Sambal songs and poems, traditional singing customs, and comparison with other Philippine languages. The second chapter examines the Tina Sambal poetic conventions, and the third chapter offers a brief conclusion. A separate section--and the longest in the book--consists of a "Chrestomathy" containing typical Tina Sambal poems and songs and an excerpt from one Tina Sambal Passion, each with an introduction and free translation, grouped according to genre. Appended materials include notes on typical features of Tina Sambal orthography and grammar; terms relating to poetry and song; esoteric words used; an index of authors, singers, and contributors; transcriptions of song melodies; and a list of available recorded songs. A glossary of technical terms and a list of references are also included. (MSE)

ED 335 714 CS 507 534

Burhans, Skip

Serving the Information Needs of the International and Minority Students at the Small College Library: A Librarian s View.

PUB DATE- Apr 91
NOTE- 6p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Communication Problems; Cultural Awareness; *Foreign Students; Higher Education; *Librarian Attitudes; Librarians; Library Instruction; Minority Groups; Socioeconomic Influences; *Users (Information)
IDENTIFIERS- *Communication Strategies

International and minority students often pose additional challenges due to cultural, linguistic, or socio-economic differences with the mostly white, middle class, highly educated (and predominantly female) public service librarians with whom they come into contact. Such differences can range from minor speech/articulation problems to major comprehension failures. Knowledge of the likely areas where miscommunication may arise, such as language, culture, and socio-economics, would allow modification of the standard styles and techniques used, in order to increase the liklihood of a successful outcome for all parties. Listening carefully, speaking slowly and clearly, and being patient are a few ways to handle language problems. Awareness of the educational hierarchies and differences in library resources in other cultures can help librarians to assist international patrons. Finally, librarians can use bibliographic instruction courses to bring minority students up-to-date on library resources and procedures, and can make these students feel welcome in the library and the university by expanding their collection of books and journals that deal with minority issues or are written by minority authors. (PRA)

ED 335 779 EA 023 256

Addonizio, Michael F.; And Others
Financing School Choice. School Finance Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; Evaluation Criteria; *Financial Policy; *School Choice; State Aid; Values
IDENTIFIERS- Illinois; Indiana; Iowa; Michigan; Minnesota; Ohio; Wisconsin

The five papers in this document first apply the criteria of adequacy, equity, efficiency, and liberty to financing school choice programs and then consider programmatic issues related to choice. Following an introduction by Suzanne Langston Juday entitled "Evaluating Education Finance Policy Decisions," section 1 consists of an overview by Patricia F. First on the policy questions surrounding school choice financing. Six choice plans are defined, and issues surrounding each program, such as the costs of transportation involved in magnet schools, are raised. Section 2 provides information about the provision for and funding of choice programs in the seven states of the North Central Region. Finally, three expert commentaries about financing school choice are presented in section 3. The commentaries are: "Fiscal Issues in Educational Choice," by Michael F. Addonizio; "A Commentary on Choice," by C. Philip Kearney; and "Financing School Choice," by Van D. Muller. Three tables and a chart are given. (15 references) (EJS)

ED 335 888 FL 019 341

Chien, Yu-Chin; Wexler, Kenneth
Children s Knowledge of Relative Scope in Chinese.
PUB DATE- Apr 89
NOTE- 10p.; In: Papers and Reports on Child Language Development, Number 28, p72-80, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Child Language; *Chinese; College Students; Comparative Analysis; Elementary Education; Foreign Countries; Higher Education; *Language Acquisition; *Language Processing; Language Research; Linguistic Theory; Preschool Education; *Syntax; Uncommonly Taught Languages; Young Children
IDENTIFIERS- *Taiwan (Taipei)

A study investigated how Chinese children and adults interpreted sentences containing universal quantifiers and existential quantifiers. The purpose was to get preliminary evidence on whether Chinese children understand scope relations and whether they know which relations are possible for particular syntactic configurations. Subjects were 192 children in preschools and elementary schools in Taipei, Taiwan aged 3-10 years and 42 students attending National Chengchi University in Taipei. They acted out their interpretations of sentences involving two quantificational noun phrases (NPs). Responses given by children over age 5 showed a parallel with adult scope interpretations when constructions with two objects, one a universal quantifier-NP (Q-NP) and one an existential Q-NP, were examined. While the particular response distributions differed somewhat, all the children s behaviors except one were consistent with the adult syntactic analysis. With sentences involving two universal Q-NPs, child responses did not correspond to adult interpretations. Responses of children and adults also differed somewhat in the case of two existential Q-NPs. It is concluded that children do understand relative scope and have knowledge of the syntactic considerations determining available scope readings. Test sentences and charted results are appended. (MSE)

ED 335 911 FL 019 396

Coleman, Hywel
Learning and Teaching in Large Classes: A Bibliography. Project Report No.1.
SPONS. AGENCY- Bell Educational Trust, Cambridge (England).; British Council, London (England).
PUB DATE- 89
NOTE- 67p.; Also sponsored by the Centre for British Teachers.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; *Class Size; *Cultural Influences; English (Second Language); Foreign Countries; *Second Language Instruction; *Second Language Learning

This bibliography has four major sections, including: (1) the learning and teaching of English in large classes; (2) the learning and teaching of other subjects in large classes; (3) class size and achievement; and (4) cultural background and large classes. Both published and unpublished materials are contained in the bibliography. The bibliography is partially annotated. (JL)

ED 335 514 CE 058 680

Johnson, Peter
Staff Retention. Personnel Management Module. Operational Management Programme. Second Edition.
PUB DATE- 91

NOTE- 72p.; For related modules, see CE 058 670-679.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Autoinstructional Aids; Behavioral Objectives; Continuing Education; Dining Facilities; Employer Employee Relationship; Employment Practices; *Entrepreneurship; Foreign Countries; Hospitality Occupations; Hotels; Independent Study; *Job Satisfaction; *Labor Problems; *Labor Turnover; Learning Activities; Learning Modules; Management Development; *Managerial Occupations; *Personnel Management; Postsecondary Education; Recreational Facilities; *Recruitment; Supervision
IDENTIFIERS- England

This module on staff retention is intended to show the direct link between problems in staff recruitment and retention and level of job satisfaction in hospitality settings. The material is presented in a self-instructional format in four sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. The four sections cover the following: (1) how staff view their work; (2) conditions of the job; (3) management of staff; and (4) job design. (YLB)

ED 335 553 CE 058 819

Lovelace, Bill E.; LaBrecque, Suzanne V.

Professional Improvement Needs of Postsecondary Career Counselors. Summary Report. Professional Improvement Assessment Project.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.

PUB DATE- 30 Jun 91
NOTE- 50p.; For related documents, see CE 058 817-818.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Guidance; Community Colleges; Competency Based Education; *Counselors; *Counselor Training; Databases; *Educational Needs; Educational Planning; *Post High School Guidance; Postsecondary Education; *Professional Development; Technical Education; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Texas

One part of a five-phase study was conducted to develop a database that identifies the professional improvement needs of postsecondary career counselors as expressed by individuals responding to a survey and to disseminate the findings of the needs assessment to the coordinators/directors of local institutions for planning faculty development. Information was gathered through a review of literature that identified competencies/tasks performed by individuals employed as postsecondary career counselors. These tasks were then validated by practitioners at four Texas colleges. A needs assessment was conducted by mailing questionnaires to coordinators/directors of faculty development asking for the present and desired levels of development of their career counselors for 92 task/competency statements. Biographical information also was collected. The study found that 54 percent of the 185 responding career counselors felt that development efforts in their institutions were inadequate; however, 73 percent of the respondents had completed a professional development course in technical/vocational education. The respondents indicated a need for professional development in all 92 competency/task statements on the questionnaire, with the most pressing needs related to the implementation of career guidance programs. Recommendations were made to develop more extensive professional development programs for postsecondary career guidance counselors. (Appendixes include a job inventory survey and the needs assessment questionnaire.) (KC)

ED 335 593 CG 023 586

Kennedy, Bebe C.
Teenage Sexuality: What Are the Emotional Effects?
PUB DATE- Apr 91

NOTE- 11p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991). Faint type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Emotional Adjustment; *Females; Loneliness; Peer Influence; *Psychological Characteristics; *Sexuality

Much attention has been given to the physical ramifications of early sexual activity, but little has been said about emotional and psychological repercussions. The breakdown of the American family may be a contributing factor in causing premature sexual activity, along with the strong adolescent sex drive, the fear of loneliness and the media. An immediate consequence of premature sexual activity is the hurt stemming from a broken relationship. Following the breakup of a relationship, teenage girls can have problems with interpersonal commitment. Communication and trust may suffer in a sexually-based relationship and one s reputation may be harmed. Career and education plans, as well as health, can be altered when teenagers become sexually active. Teenagers who avoid sex can explore other avenues of involvement and can have the satisfaction of being in control. Teenage girls who engage in sexual activity run the risk of becoming pregnant and choosing between abortion or having the baby. Girls who choose abortion may experience a delayed negative reaction to the abortion, known as Post-Abortion Syndrome. Teenagers who opt to keep their baby often have trouble staying in school, completing their education, and finding employment. Teenagers who choose to delay sexual gratification may avoid pain and enhance their prospects of achieving happiness in life. (NB)

ED 335 632 CS 010 555

Nichols, G. Jeane
Helping Parents Help Their Children Toward Literacy.
PUB DATE- 91
NOTE- 147p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Kindergarten; *Kindergarten Children; *Parent Participation; Parent Responsibility; *Parent Role; Parents as Teachers; Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation; Primary Education; *Reading Readiness; Teacher Improvement
IDENTIFIERS- Emergent Literacy; Family Literacy; Literacy Events

A practicum was designed to help parents of kindergartners in a low income area help their children develop literacy. The primary goal was to secure the active involvement of parents in their children s learning experiences. Other goals included improving kindergarten teachers communication skills and expanding their strategies for reaching out to parents, and building a network of support for children by linking the resources of the home, school, and community. A needs assessment survey and a parent contract were administered to parents, the interests and needs of participating parents and the time commitment they preferred were determined, orientation and Parent Help Sessions (PHS) were planned and conducted for parents and teachers, resource people were recruited to assist with presentations that required specific skills to meet parents and teachers needs, and evaluation components were developed and administered. Results indicated that the PHS, the classroom and school visits, and participation were positive experiences for parents and teachers. Parents indicated that the training, classroom and school visits, and home activities enabled them to help their children at home. Of the 80 parents, 75 made significant progress through active involvement in helping their children toward literacy. (Nine tables of data are included and 67 references are attached. Appendixes include interview questions, Chapter 1 parent involvement survey, frequency distribution data, parent contract, PHS topics checklist, activities calendars, sign-in sheet, classroom registry, home contract form, parent session attendance roster, questionnaires, certificate of involvement, and notice for PHS.) (MG)

ED 335 654 CS 010 676

Chapter 1 Nonpublic School Corrective Reading Program Evaluation Report 1989-90. OREA Report.

PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Computer Assisted Instruction; *Corrective Reading; Educational Research; Elementary Secondary Education; High Risk Students; Instructional Effectiveness; *Parent Participation; *Private Schools; Program Descriptions; Program Evaluation; Reading Programs; Remedial Programs; *Writing Instruction
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; New York City Board of Education

A study described the 1989-90 Chapter 1 Corrective Reading program, and evaluated the effectiveness of its implementation. The program provided supplementary reading and writing instruction to eligible students from 177 New York City nonpublic schools. Three modes of instruction (face-to-face, computer-assisted, or both) were provided to 9,698 1st- through 12th-grade students at a total of 180 leased neutral sites, public schools, mobile instructional units, and nondenominational schools. Data included information derived from program documents, data retrieval forms, observations of parent training workshops, interviews with program staff, and analyses of informal and standardized reading tests. A parent involvement program was initiated to assist parents in becoming involved in their children s education. Staff development consisted of nine formal conferences and regular outreach to teachers. Results of pre- and posttests indicated that: (1) students in nearly all grades, on most subtests, and in all three modes of instruction, met the program criterion for success, a statistically significant normal-curve-equivalent (NCE) gain; (2) students who received face-to-face instruction achieved higher NCE gains on all three subtests of the California Achievement Test (CAT) than those who received computer-assisted instruction; and (3) due to the small number of face-to-face and computer-assisted instruction students in grades 11 and 12 who took the Language Mechanics subtest of the CAT, it was not possible to conduct tests for statistical significance. (Fourteen tables of data are included; a brief description of Chapter 1 nonpublic school reimbursable programs for 1989-90 is attached.) (RS)

ED 335 674 CS 212 905

Keroes, Jo
Things Better Shared over Coffee: Tales of Teaching To Learn.
PUB DATE- Mar 91
NOTE- 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Educational Research; *Freshman Composition; Higher Education; *Inservice Teacher Education; Personal Narratives; Professional Development; *Teacher Behavior; Teaching Experience; *Writing Teachers
IDENTIFIERS- collaborative Inquiry; Retelling

A study examined how novice instructors become professional writing teachers. Subjects, 7 men and 13 women each teaching 1 section of regular freshman composition and 1 developmental writing class, participated in a weekly seminar designed to provide a "comfort zone" to which they could bring their questions about teaching and discuss their triumphs and failures of the week. Data consisted of tape recordings of the weekly 2-hour seminars and the subjects journals. Data were analyzed using William Labov s scheme for analyzing the structure of what he calls "natural narratives." Four of the narrative episodes were selected for detailed analysis. Results indicated that these narrative events permitted teachers to confront openly and cooperatively challenges they faced daily as teachers in a large urban university striking in its cultural diversity, and that the communal value of storytelling has the power to articulate values as well as engage and bond members in a group. Findings suggest that retelling of personal anecdotes by teachers was a most purposeful kind of activity that used storytelling to shape and give meaning to their experiences as teachers. (Extensive selections from the transcriptions of seminar discussions are included; 20 references are attached.) (RS)

ED 335 735 EA 023 131

Coleman, Don
Innovation in Administrator Preparation.
PUB DATE- May 91
NOTE- 5p.; Paper presented at the Superintendents Conference on School Services Research and Applied Technology (Laguna Beach, CA, May 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Clinical Experience; College Programs; *Cooperative Education; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Instructional Leadership; *Leadership Training; Management Development
IDENTIFIERS- *California (Fresno County)

An innovative administrator preparation program based on guidelines established by national boards and commissions is described in this paper. The California State University, Fresno, administrator education curriculum was reorganized by faculty and an advisory committee of 11 superintendents to meet the needs of local school districts. The program features a district/university partnership, district-nominated candidates and mentors, emphasis on instructional leadership, early field experience, student cohorts, cultural diversity, and district administrator involvement. Faculty and administrators indicate a high level of satisfaction with the performance of program candidates. (13 references) (LMI)

ED 335 757 EA 023 225

Lander, Rolf
Decentralization--The Case of Sweden.
PUB DATE- Apr 91

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; Foreign Countries; Governance; *Government School Relationship; Policy Formation; Political Influences; *Political Power; *Politics of Education; Power Structure; School Restructuring; Social Control
IDENTIFIERS- *Sweden

Recent changes in and issues related to political authority and educational policy, specifically, decentralization and school responsibility, are examined in this paper. The following concerns are discussed: new administrative structures for states and municipalities; allocation of block grants; political and professional control of goals, curriculum, and evaluation; and rules for local school organization, teacher employment, and national teacher education. Analysis of recent developments demonstrate the political system s attempt to increase control over teachers, which, combined with decentralization, has created new patterns of control. Arguments are made for increased teacher empowerment and school autonomy. A conclusion is that, although the national political system will eventually affect local political climates, inherent forces within the schools will operate for a long time despite national policy changes. As the political education system becomes more deconcentrated, control of teachers by local politicians will increase. (20 references) (LMI)

ED 335 845 EC 300 587

Daly-Rooney, Rose; Denny, Gary
Survey of Homebound Programs Offered by Public Schools for Chronically Ill or Disabled Children in Arizona.
SPONS. AGENCY- Tucson Community Foundation, AZ.
PUB DATE- 6 May 91
NOTE- 94p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chronic Illness; *Delivery Systems; *Disabilities; *Educational Policy; Elementary Secondary Education; Federal Legislation; *Homebound; *Home Instruction; Models; Needs Assessment; Policy Formation; Program Development; School Districts; School Policy; State Legislation; State Surveys
IDENTIFIERS- *Arizona

This report presents information concerning Arizona policies and programs for chronically ill or disabled children who need educational services in the home. It contains a report of a school district survey, summaries of applicable laws related to handicapped students receiving homebound services, recommendations for policy development, a model homebound policy, and eight recommendations for homebound program development. The survey of 170 school districts sought to determine the extent and nature of existing policies and programs and to identify program strengths and weaknesses. Results indicated that approximately half of the responding districts did not have a homebound policy, with larger districts being more likely to have a policy and a program. The duration of instruction for homebound students was most often cited as 4 hours weekly. The section on applicable laws describes the provisions of federal statutes and regulations, administrative decisions, and state laws. Appendices contain a copy of the survey, tables of survey responses by district (comprising approximately half of the report), and a list of four suggested readings. (JDD)

ED 335 912 FL 019 397

Carney, William J.

The French Graduate Business School: A Model for Instruction in the American Classroom.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for Business and the Professions (9th, Ypsilanti, MI April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; *Business Administration Education; Comparative Education; Course Organization; Curriculum Design; Educational Strategies; Foreign Countries; *French; *Graduate Study; Higher Education; Interdisciplinary Approach; Interprofessional Relationship; Models; Oral Language; Program Design; School Business Relationship; Second Language Instruction; Student Evaluation; Student Motivation
IDENTIFIERS- *France

The organization and curriculum of the French graduate business schools, the 16 regional Ecoles Superieures de Commerce et d Administration des Entreprises, has much to offer for pedagogical development in United States business administration education. The schools parallel the university system but provide a more narrowly focused, practically-oriented educational experience. Like American state institutions, the regional schools are competitive, tax-supported, and concerned with accountability. Curriculum consists of four components, including: required courses, electives, internships, and projects. Students may remain generalists or specialize. The language department is well integrated into the institutions academic structure, with the full-time English professors, all fluent in French, working closely with colleagues on all four components of the curriculum. Several characteristics of one English program have value for U.S. business schools: English is cross-cultural and integrative, commercially-oriented, immediately motivating and reinforcing; productive and goal-oriented, subject to rigid outcomes assessment; and multi-dimensional. Five areas in which this school model could be a stimulus for U.S. schools include the following: materials and course organization; student initiative and motivation; interdepartmental cooperation; assessment of oral mastery; and cooperation with area business and industry. (MSE)

ED 335 935 FL 019 425

Wolfson, Nessa
Intercultural Communication and the Analysis of Conversation.
PUB DATE- 90
NOTE- 20p.; In: Penn Working Papers in Educational Linguistics, Volume 6, Number 2; see FL 019 424.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Discourse Analysis; *Intercultural Communication; *Language Patterns; *Language Research; Middle Class; North American English; Research Methodology; *Sociolinguistics; *Speech Communication

In studying sociolinguistic rules, researchers must be aware of some guiding principles: that (1) these rules are below the conscious level of awareness, and (2) rules of speaking differ across cultural groups, with none being more correct than another. Even when members of different cultural groups interact in the same language they may find it difficult to interpret the intended meaning of their culturally different interlocutors. Because sociolinguistic rules of speaking are largely unconscious, we are rarely aware of their existence until they are broken, and then we often react negatively. The study of sociolinguistic rules of speaking can contribute information about the interaction process and the situations in which interlocutors negotiate their relationships with each other. A study of the dynamics of speech behavior among middle class speakers of American English reveals qualitative differences between behavior with intimates, status-unequals, and strangers on the one hand and with non-intimates, status-equal friends, co-workers, and acquaintances on the other. This supports the idea that the extremes of social distance call forth similar behavior, while relationships toward the center show marked differences. Understanding sociolinguistic relativity is an important factor in understanding diversity of speech behavior. A 31-item bibliography is included. (MSE)

ED 335 456 CE 058 567

Datt, Ruddar

Study of Cost of Distance Education Institutes with Different Size Classes in India.

SPONS. AGENCY- National Inst. of Educational Planning and Administration, New Delhi (India).

PUB DATE- 91

NOTE- 184p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Class Size; *Correlation; Developing Nations; *Distance Education; *Educational Finance; Educational Research; *Enrollment; *Expenditure per Student; Foreign Countries; Open Universities; Postsecondary Education; Program Costs; Regression (Statistics)

IDENTIFIERS- *India

A study of the cost of distance education institutes in India with different size classes involved nine institutions. The sample included 47 percent of total enrollment in distance education institutions in India. The study was restricted to recurring costs and examined the shares of different components of costs and the sources of funding. It tested the hypothesis that the cost per student declines with increase in enrollment. An analysis of the components of costs showed that the absence of uniform staff requirements created different environments in which distance education institutions in India operated. Pooled regression analysis for 83 observations of all the distance education institutions, using dummy variables for each institution separately, confirmed the negative relationship between enrollment and cost per student, that is, as enrollment increased, cost per student had a tendency to decline. Regression analysis of data from 1984-85 and 1985-86 made clear the negative correlation between enrollment and cost per student, though the r values indicated that the relationship was weak and not very significant. The hypothesis that an increase in enrollment resulted in a decline in costs was found to be valid. Enrollment and proportion of honors students in total enrollment were confirmed as being positively correlated to unit cost of education per student. (YLB)

ED 335 494 CE 058 639

YALA Journal, 1989.

SPONS. AGENCY- New York City Board of Education, Brooklyn, N.Y.; New York City Dept. of Employment, N.Y.
PUB DATE- 89
NOTE- 77p.; For related issues, see ED 331 954 and CE 058 640.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adolescents; Adult Basic Education; Creative Writing; Dropout Programs; *Dropouts; *Poetry; Postsecondary Education; *Prose; School Publications; Secondary Education; Student Attitudes; Student Developed Materials; Student Participation; Student Projects; *Student Publications; Young Adults; Youth Programs
IDENTIFIERS- Young Adult Learning Academy NY

This annual publication of the Young Adult Learning Academy (YALA) presents the art and writing of students in YALA. (YALA provides educational services to young people who have dropped out of school, are between 16 and 24 years of age, and read below the eighth-grade level.) This journal reflects the authors and artists perceptions of what it is like to be a young adult in New York City in the late 1980s. The poems, stories, and essays are about love, culture, and history. Thematic sections are entitled "Victories & Visions"; "Fire & Desire"; "We Shall Rise"; "Fantasies & Feelings"; "New Editions"; and "Blood Ties." Editors of the journal are also students. (YLB)

ED 335 534 CE 058 773

Black, Harry; And Others
Modules--Teaching, Learning and Assessment. The Views of Students, Staff and Employers Involved in the National Certificate. SCRE Publication 110. Practitioner MiniPaper 11.
PUB DATE- 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; *Competency Based Education; Developed Nations; Educational Research; *Employer Attitudes; Foreign Countries; Formative Evaluation; Interviews; Job Training; Labor Force Development; Learning Modules; Learning Strategies; Postsecondary Education; *Student Attitudes; Student Certification; Surveys; *Teacher Attitudes; Teaching Methods; *Vocational Education
IDENTIFIERS- *National Certificate (Scotland); *Scotland

The changes in teaching, learning, and assessment brought about by the introduction of the National Certificate in Scotland were assessed. Data were collected through interviews with and a survey of 511 teaching staff (398 responses) and 1,646 students (1,277 responses) in a number of colleges throughout Scotland and a survey of 344 employers (68 usable responses). Teaching staff and employers also made additional comments on the National Certificate. Findings indicated that employers liked the emphasis on practical and applied learning. Staff and students indicated the importance of teaching more than was covered in the learning outcomes, but few staff believed that it was being achieved. Employers liked the flexibility of negotiating programs to meet their needs, but small employers seemed to find it difficult to take advantage of flexibility. Some data suggested that employers and employees were less than enthusiastic about being involved in training. Employers believed that in-house training met present and future needs of the company and college-based training was geared to future needs. Staff claimed to be using student-centered techniques and welcomed the wider use of a variety of teaching methods. Students felt that the teaching methods used were interesting and motivating. Some employers were concerned that the assessment system did not pose a sufficient challenge to students. Students liked the diagnostic approach to assessment. Staff had some reservations about assessment. (YLB)

ED 335 613 CG 023 606

Berzonsky, Michael D.

A Process View of Identity Formation and Maintenance.

PUB DATE- Apr 91
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Individual Differences
IDENTIFIERS- *Identity Formation; *Identity Models; Identity Status

Individuals can be divided into three types of processing orientations: information-oriented; avoidant/diffuse orientation; and normative. These orientations are assumed to operate on at least three different levels: what people actually do; social-cognitive strategies; and identity style. Differences in identity style may be due mainly to motivational factors. One approach to investigating processing orientations has involved constructing a self-report measure of identity style. It was developed by separating the commitment and self-exploration components that would be contained in statements about identity status. Two studies examined the role that processing orientations may play in the construction and reconstruction of self-identity. The first investigation utilized a large-scale sample of 148 college student "pure" status types: achievers, moratoriums, diffusions, and foreclosures. As predicted, identity foreclosures had the highest normative scores, diffusions were highest on the avoidant/diffuse dimension, and achievers had the highest information-oriented scores. The second study focused on how some individuals rigidly manage to maintain and conserve their self-structures despite encountering experiences and stressors that should induce the need to reevaluate and perhaps accommodate their self-views. College students (N=171) completed identity style scales, a coping checklist, and measures of achievement anxiety. The results revealed that both avoidant/diffuse and normative subjects reported being significantly more likely to rely on emotion-focused coping than did subjects with an information style. In conclusion, these results support the utility of a process conceptualization of identity. (ABL)

ED 335 803 EA 023 305

Hodgkinson, Harold L.
Virginia: The State and Its Educational System.
PUB DATE- Mar 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Demography; *Economic Climate; *Economic Development; Educational Finance; *Educational Trends; Elementary Secondary Education; Higher Education; Minority Groups; Population Distribution; *Population Trends
IDENTIFIERS- *Virginia

A profile of Virginia is presented, which assesses trends in the state s economy, population, and educational system. The state is characterized by a diverse economy, a well-educated suburban middle-class majority, a high level of individual and state wealth, and a high level of work force participation. Problems include rural poverty, lack of minority groups success, poorly coordinated state services, and regional conflict. A conclusion is that dramatic economic growth necessitates a "pay-as-you-go" taxation and service delivery plan. Recommendations are made to create legislative responsibility for transportation and highway planning; improve "high tech" development; implement equity in educational financing; coordinate higher educational autonomy with state policy; create stable, middle-income jobs; and emphasize education s educational role. Three tables are included. (18 references) (LMI)

item bibliography. (JDD)

ED 335 824 EC 300 566

Pugh, Ava F.; And Others

A Comparison of Self-Report and Perceived Self-Concepts between Rural and Urban Gifted Students.

PUB DATE- Nov 90

NOTE- 24p.; Paper presented at the Convention of the Mid-South Educational Research Association (New Orleans, LA, November 13-16, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Gifted; High Schools; *High School Students; *Rural Urban Differences; Rural Youth; *Self Concept; *Self Evaluation (Individuals); *Teacher Attitudes; Urban Youth

This study compared the self-concept of 112 gifted urban and 99 gifted rural students in grades 9-12, as reported by students themselves and as perceived by their teachers. The students and their teachers were administered the Florida Key Self-Concept Scale, which comprises 23 items with four subscales: relating, asserting, investing, and coping. The study found that: (1) as a total group, gifted students reported a higher learner self-concept than their teachers perceived; (2) teachers of gifted urban students perceived a higher learner self-concept than did teachers of gifted rural students; (3) urban gifted students reported a higher self-concept than did their rural counterparts; (4) urban gifted students and their teachers were in very close agreement on the evaluation of the students learner self-concept; and (5) rural gifted students and their teachers differed on all four subscales of learner self-concept. Appendices contain a copy of the Florida Key Self-Concept Scale and a list of the items comprising each subscale. (Includes 12 references.) (JDD)

ED 335 475 CE 058 593

A Key to Global Success. Access to Vocational-Technical Education. A Position Paper.

PUB DATE- Jan 91
NOTE- 12p.; For a related document, see CE 058 595.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Advising; *Access to Education; *Educational Improvement; Educational Needs; *Integrated Curriculum; Postsecondary Education; Secondary Education; Self Actualization; *Vocational Education

Vocational education must be accessible to all students because it has inherent value to a large spectrum of students in secondary schools, not just to those who are majoring in a vocational area. It is a natural setting for the integration of mathematics, science, social studies, economics, communications, and environmental studies; it is also a first-hand approach to education; and an opportunity to explore the world of work. Access to vocational education has three dimensions. First, there is the element of availability of vocational programs to all students. Second, there is the all-important issue of access to knowledge once the student is in a vocational program or course. Third, it implies access to the services provided through vocational education. These three dimensions of access to vocational education are based on the idea that it is an integral part of the total educational system and not separate from the mainstream of education in public secondary and postsecondary schools. Some obstacles to access to vocational education are student unawareness of vocational offerings, high school graduation requirements, students preoccupation with college entrance requirements, students being advised out of vocational opportunities, attitudes of school personnel and parents, travel time, scheduling, and lack of respect for varied learning styles. Access to vocational education should be ensured for all students, and all students should have access to the services it provides, such as counseling and job placement. (KC)

ED 335 573 CG 023 566

Cummins, Robert C.
Moderating Effects of Support on the Consequences of Psychological Distress.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (37th, New Orleans, LA, April 11-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; College Students; Higher Education; Life Events; Physical Health; *Psychological Patterns; *Social Support Groups; Stress Management; Stress Variables; Well Being

Numerous studies have established a relation between negative life events and psychological and physical health, however, these studies have focused on the consequences of life stress of psychological and physical functioning. The possibility that individuals may experience negative life events due to preexisting emotional dysfunctioning is recognized by several authors but has received little research attention. This study investigated the effects of prior symptoms on the experience of negative events and the role of received support in moderating this relation. Business administration students (N=120) completed questionnaires focusing on social support, daily hassles, and psychiatric symptoms. These results suggest that there is a mutually causative, reciprocal relationship between stressful events and distress and that models concerning the role of social support may need to consider the effect of support in coping with distress as well as with stress (negative events). Although the results indicated that received social support moderated the relationship between distress and negative events, support did not buffer the effects of distress but instead enhanced it. This later finding is consistent with previous research, which found that the mobilization of support (received support rather than perceived availability of support) represents an admission of the inability to cope. (Author/LLL)

ED 335 694 CS 212 992

Corbett, Janice M.
Chaos in Derrida and Student Texts.
PUB DATE- Mar 91
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; Higher Education; Literary Criticism; *Rhetoric; *Rhetorical Theory; *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Composition Theory; *Derrida (Jacques); Text Factors

Students must learn to maintain authority over their texts as they attempt to deal with the chaos they encounter when they approach a writing task. The authority with which Jacques Derrida deals with chaos in his essay, "...That Dangerous Supplement," suggests some strategies. In his essay, Derrida seems to be able to move the reader back and forth between order and chaos without engendering a state of panic or even a sense of disorganization. He maintains his authority by using strategies which are generally associated with fiction. He co-opts the reader into the story through bonding the reader with the narrator, establishing a plot, and involving fictional characters in a meaningful conflict. The plot involves the fictive Rousseau s attempt to find the presence which is absent in speech. Writing becomes the villain, as it can be viewed as a dangerous supplement to speech, replacing the presence which is absent in writing with an imaginary one. After exposing writing as a seductive reappropriation of presence, Derrida shows that it is not the author but the reader who imposes meaning on the text, and leaves the reader in chaos. Chaos and order do not overtake each other however, but are present at the same time. Fiction resides in all good essays--enabling would-be academic writers to incorporate fictive strategies into their expository writing can be a means of achieving an authoritative voice. (PRA)

ED 335 715 CS 507 535

Bohlken, Bob

Assessing Speaking/Listening Competencies through Experiential Activities.

PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Criteria; *Evaluation Methods; Higher Education; *Interpersonal Communication; *Listening Skills; *Speech Communication; *Student Evaluation
IDENTIFIERS- *Competency Based Evaluation

This paper offers three experiental assessment procedures for speaking/listening competencies. First, five important elements in assessing speaking and listening are presented: defiinition; the establishment of a specific purpose for the assessment; determining what is being measured; identifying the type of communication being assessed; and a standardized or acceptable means of quanityfing what is being assessed. Maintaining that it is precisely because of these considerations that experiential assessment is a natural choice for speaking and listening skills, the paper then presents experiential assessments for presentational listening, presentational speaking, and interpersonal communication listening skills. For each of the three assessments, the paper describes the criteria for assessment of the competency, lists the skills the competent communicator will have, and presents the assessment procedure and a rating sheet. (Fourteen notes are included and an appendix contains a script used in the interpersonal listening skills assessment.) (SR)

ED 335 736 EA 023 163

Hargreaves, Andy
Restructuring Restructuring: Postmodernity and the Prospects for Educational Change.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Environment; Elementary Secondary Education; Excellence in Education; Instructional Design; Participative Decisionmaking; *School Organization; *School Restructuring

Change by school restructuring has followed quickly on the heels of school reform that sought to mandate improvement upon teachers by bureaucratic control and compliance. It did not take long for problems of the reform paradigm to surface as teacher improvement could not be mandated. A complete restructuring of teaching and learning organization was called for. Two possible scenarios in restructuring include meeting needs for new educational structures to generate new skills and qualities in a postindustrial society. Restructuring involves many choices and dilemmas. One of the key restructuring tensions is the orchestration of educational vision. More controversy arises from tension between mandates and menus as preferred ways of delivering and developing educational improvement. A dilemma also arises in choosing between investing trust in people or in processes as the establishment of trust is central to restructuring. A fourth tension is between using school structure or culture as the proper focus for change. (58 references) (EJS)

ED 335 780 EA 023 257

Dentler, Robert A.
The National Evidence on Magnet Schools. Occasional Paper Series.
PUB DATE- Feb 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Curriculum; Elementary Secondary Education; *Magnet Schools; *Nontraditional Education; *Outcomes of Education; *School Choice; *School Desegregation; Selective Admission; Voluntary Desegregation

A magnet school has four essential ingredients: a distinctive curriculum; a unique district purpose for voluntary desegregation; an opportunity for school choice; and access to students beyond a district attendance zone. Most magnet schools have one of five types of curricular themes: the fine, applied, or performing arts; the sciences; social studies occupations; general academics; and traditional and fundamental schools. In a 1983 study of 45 magnet schools, 2 out of 3 had enrollments that were racially and ethnically representative of their districts, while the third provided a substantial mix of students by minority subgroups. A 1990 study showed that only one-fifth of magnets practiced selectivity in their admission of students on criteria other than race or ethnicity. Reading achievement data gathered on 32 of the magnets in the 1983 study showed that 26 magnets equaled or exceeded the mean scores for their districts. Well-developed and locally supported magnets can accomplish policy aims that include contributing to a district s attainment of full racial and ethnic equity. If practitioners seek to start up or improve upon magnets in their districts, their considerations should include whether or not district decision makers are committed to quality desegregated education. Notes on studies selected for use in this report are provided. (10 references) (EJS)

ED 335 866 FL 018 955

Wongsothorn, Achara
Steps in the Construction and Validation of Domain-Referenced Tests of English Use.
PUB DATE- 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptiors) (141)
DESCRIPTORS- Academic Standards; Communicative Competence (Languages); *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; *Language Skills; *Language Tests; Listening Skills; Reading Skills; Secondary Education; Speech Skills; Standardized Tests; *Test Construction; Test Validity; Writing Skills
IDENTIFIERS- *Domain Referenced Tests; *Thailand

A project in Thailand to develop domain-referenced English language tests for use with Thai secondary and college students is described. The first phase consisted of developing standardized tests for listening, speaking, reading, and writing based on existing syllabuses, determining the common levels of English proficiency in those domains, and analyzing the communicative competence factors in English use of the Thai students. Subjects were 697 lower secondary, 525 upper secondary, and 493 university students. The second phase involved examining the consistency of domain specifications and setting domain-content standard scores for the tests. The process of test construction and validation are outlined, and results for each phase are reported. Recommendations for further research in this area include study of the contribution of individual language skills to the development of overall language proficiency, with the objective of finding effective remedial methods, and similar test and standard development for all levels of Thai education. Recommendations for practical application in English teaching and learning include use of a communicative context for language instruction and early emphasis on oral/aural skills gradually leading to later emphasis on reading and writing. A 55-item bibliography and test objectives, specifications, and analyses are appended. (MSE)

ED 335 889 FL 019 342

Demuth, Katherine
Problems in the Acquisition of Grammatical Tone.

PUB DATE- Apr 89
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number 28, p81-88, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Bantu Languages; Case Studies; *Child Language; Foreign Countries; *Grammar; *Language Acquisition; *Language Processing; Language Research; Linguistic Theory; *Tone Languages; Uncommonly Taught Languages; Young Children
IDENTIFIERS- Obligatory Contour Principle; *Sesotho

An autosegmental account of the child s acquisition of grammatical tone in Sesotho, a southern Bantu language, is presented. The following theoretical questions are addressed: (1) When and how does the child figure out that Sesotho is a tonal rather than intonational, stress, or accentual language?; (2) How does the child acquire tonal rules?; and (3) When do children become aware of Obligatory Contour Principle (OCP) effects that prohibit two consecutive high tones from occurring on the tonal tier? Data are drawn from the speech of a monolingual Sesotho speaking child in spontaneous utterances during interactions with siblings, parents, and grandparents at ages 2.1, 2.6, and 3.0 years. Results suggest that at 2 years the child knows that he is learning a grammatical tonal rather than a stress/intonational, lexical tonal, or accentual language. An initial rule of interactive high tone spread on verbs at two years gives rise to morphological tone rules, a rule of high tone deletion, and the lexical distinction of verbs by 3 years. Finally, it appears that the effects of OCP are learned much as other tonal rules, around the same time as the other verbal melody tone patterns begin to emerge. A 14-item bibliography is included. (MSE)

ED 335 495 CE 058 640

YALA Journal, 1991.

SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; New York City Board of Education, Brooklyn, N.Y.; New York City Dept. of Employment, N.Y.; New York City Mayor s Office of Educational Services, NY.

PUB DATE- May 91

NOTE- 71p.; Support also received from the Frances L. and Edwin L. Cummings Memorial Fund and the Robin Hood Foundation.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Creative Works (Literary and Dramatic) (030)

DESCRIPTORS- Adolescents; Adult Basic Education; Creative Writing; Dropout Programs; *Dropouts; *Poetry; Postsecondary Education; *Prose; School Publications; Secondary Education; Student Attitudes; Student Developed Materials; Student Participation; Student Projects; *Student Publications; Young Adults; Youth Programs

IDENTIFIERS- Young Adult Learning Academy NY

This annual publication of the Young Adult Learning Academy (YALA) presents the art and writing of students in YALA. (YALA provides educational services to young people who have dropped out of school, are between 16 and 24 years of age, and read below the eighth-grade level.) Editors of the journal are also students. Poems, letters, essays, and stories are divided into these thematic sections: "Growing Up"; "Profiles"; "Loving"; "Relationships"; "This Ol World"; and "The Struggle to Survive." (YLB)

ED 335 515 CE 058 730

Swindell, Rick, Ed.
Positive Ageing. Proceedings of the NSW U3A Conference (1st, Orange, Australia, March 14-15, 1991).
PUB DATE- 91
NOTE- 85p.; Also sponsored by the New South Wales Government Insurance Office and the Orange City Council, Orange (Australia).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Development; *Adult Education; *Adult Learning; Age Discrimination; *Aging (Individuals); Cognitive Development; Community Services; Curriculum Development; Developed Nations; Educational Gerontology; Educational Policy; Foreign Countries; Health Services; Intelligence; *Older Adults; Participation; Policy Formation; Publicity; Public Policy; Social Services; Tutors; Volunteers; Volunteer Training
IDENTIFIERS- Australia (New South Wales); China (Beijing); *University of the Third Age (Australia)

These conference proceedings contain nine theme papers from a conference on the University of the Third Age (U3A); the concept of positive aging; and new directions in political thinking, education, health, and social services. An introduction by the conference coordinator, Geoff Cawthorne, begins the volume. The papers are as follows: "Positive Ageing: Developments in Services for Older Persons in New South Wales" (Gillian McPhee); "U3A in Australia: Who Are We, What Do We Want, What Are the Benefits?" (Rick Swindell); "Cognitive Change in Later Life" (Michael Dunne); "Consultations with Older People as Part of Policy Making in the Commonwealth Department of Community Services and Health" (Harold Wilkinson); "Council on the Ageing: An Organization for All Older People" (Heather Johnson); "Healthprint: A Natural History of Health for Older People" (Deborah Saltman); "Old Dogs Can Learn New Tricks" (Ray Morland); "Normal Ageing and Intelligence" (Lazar Stankov); and "Comparison of Some Disease Prevalence Rates in People over 60 Years of Age from Beijing and a Selected Rural Area" (Tong Zhi-fu). Two workshop presentations address practical topics: "How to Use the Media" (Liz McLaughlin) and "Course Preparation and Training" (Susan Skidmore). (YLB)

ED 335 594 CG 023 587

Scher, Margaret E.
Self Concept: Reaching the Affective Child.
PUB DATE- Aug 90
NOTE- 109p.; Exit project, Indiana University at South Bend.
references) (ABL)
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Children; *Humanistic Education; Primary Education; *Self Concept; Self Esteem; Teacher Student Relationship

This paper examines self-concept in children in order to learn and develop classroom strategies which will address the affective component of the primary school child. The introduction discusses the background of affective education, the history of educational movements, self-concept development, and the evaluation of self-concept through observation and self-reporting. Fifteen instruments used in measuring aspects of self-concept are listed. A glossary of relevant terms is presented. Annotations of journal articles which are approximately one-page in length are presented on these topics: (1) teacher self-concept; (2) student perceptions; (3) student self-talk; (4) self-fulfilling prophecy and teacher expectancy effect; (5) student variables, including attitudes, ability, and achievement; (6) social variables, including social comparison and socioeconomic status; and (7) teacher strategies, including peer tutoring and cooperative learning.

These articles are summarized in a 45-page section. It is concluded that children s emotional growth can be bolstered, crushed, or repressed by home and classroom experiences. Seventeen recommendations for teachers are presented. (76 references) (ABL)

ED 335 633 CS 010 578

Willson, Victor L.; Rupley, William H.

Structural Components of Single Word Decoding.

PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Cognitive Development; *Decoding (Reading); Elementary Education; Models; Reading Research; Structural Analysis (Linguistics); *Word Recognition
IDENTIFIERS- Kaufman Assessment Battery for Children

A study examined the developmental shifts in the importance of linguistic components of words to single word decoding. Subjects, 1200 children ages 6-7, 8-9, and 10-12.5 years who were the normative sample of the Kaufman Assessment Battery for Children (K-ABC), were tested using a word recognition test, the Reading Decoding Subtest of the K-ABC. Each word was decomposed into nine structural components important to linguistic information: number of phonemes, graphemes, syllables, morphemes, consonant digraphs, vowel digraphs, r-controlled vowels, consonant blends, and silent markers. Results indicated that: (1) for all three age levels, phonemes, graphemes, and syllables were so highly correlated and correlated so similarly to success in decoding that only phonemes were used; (2) for all three age levels, within subject regression coefficients of the seven variables on right-wrong score exhibited the same direction of regression but relative importance varied; and (3) phonemic complexity accounted for the highest amount of variance at each level, with other variables shifting across age in a pattern consistent with a stage development model for reading. Findings suggest questioning the concept of a true automaticity in reading. (One table of data is included; 18 references are attached.) (Author/RS)

ED 335 655 CS 010 677

Chapter 1 Developer/Demonstration Program Learning To Read through the Arts 1989-90. OREA Report.
PUB DATE- 91
NOTE- 57p.; For the 1988-89 report, see ED 316 836.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Activities; *Art Education; Educational Research; Elementary Education; Holistic Approach; Interdisciplinary Approach; Program Descriptions; Program Effectiveness; Program Evaluation; *Reading Instruction; Remedial Programs; *Writing Instruction
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Learning to Read Through the Arts Program; New York City Board of Education

A study described the 1989-90 Chapter 1 Developer/Demonstration Program, Learning to Read through the Arts (LTRTA), and evaluated the effectiveness of its implementation. The program offers intensive reading and reading-oriented arts instruction to Chapter 1-eligible students. Of the 797 students served by the program, 98 were ungraded special education students and 699 were in grades 2 through 6. Of this latter group, 37 were limited English proficient (LEP) students, 561 were general education students, 68 were Wednesday general education students, and 33 students were in temporary housing at 5 sites in New York City (in Manhattan, the Bronx, Brooklyn, and Queens). Reading teachers provided an individualized, diagnostic, prescriptive approach to reading. Artist teachers stressed listening, speaking, reading, and writing in the arts-oriented workshops. Data consisted of interviews with program staff, observations of program sites and classes, analyses of standardized and criterion-referenced tests, and holistically scored writing tests. Results indicated that: (1) the program was implemented as proposed and that the activities were conducted in a professionally competent manner; (2) general education students in all grades except grade 3 made statistically significant mean gains from pretest to posttest on standardized reading tests; (3) 76% of the special education students mastered three or more additional reading skills on the posttest, and 84% of the LEP students mastered five or more additional reading skills; and (4) all students made statistically significant mean gains on the holistically scored writing tests. (Ten tables and nine figures of data are included.) (RS)

ED 335 758 EA 023 226

Arpin, Teresa; And Others

A Study of Teacher Instructional Decision-Making in the Grand Rapids, Michigan, Public Schools.

PUB DATE- 19 Jan 91

NOTE- 16p.; Paper presented at the Annual Meeting of the Michigan Educational Research Association (Novi, MI, January 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Inservice Teacher Education; *Instructional Effectiveness; *Instructional Improvement; Professional Development; *Program Evaluation; *Public Schools; *Staff Development; *Teacher Effectiveness

IDENTIFIERS- *Grand Rapids Public Schools MI

Findings from an evaluation of Grand Rapids staff development program, the Effective Instruction initiative, are presented in this paper. The program consisted of inservice teacher training and practice, coaching, and feedback. The level of classroom implementation of program concepts and skills was assessed through pre- and post-observations of classroom performance and structured interviews with a sample of participating teachers in two elementary schools. Student achievement was measured by comparing before and after standardized math and reading test scores and comparing scores with those of control classrooms. Observation findings indicate that both schools demonstrated a 10-15 percent increase in productive teacher behaviors. Interviews showed a significant increase in the level of instructional thought, suggesting the effectiveness of behavior modeling, practice, and coaching. Student outcomes showed gains in achievement scores as compared with those of the matched control schools. Seven tables are included. (10 references) (LMI)

ED 335 846 EC 300 588

Allan, Julie; And Others

Off the Record: Mainstream Provision for Pupils with Non-Recorded Learning Difficulties in Primary and Secondary Schools. SCRE Project Report No. 23 .

PUB DATE- Mar 91

NOTE- 111p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Gifted; Handicap Identification; Learning Disabilities; Learning Problems; *Mainstreaming; Parent Participation; *Special Needs Students; Student Needs; Teacher Attitudes; *Teacher Expectations of Students; *Teaching Methods

IDENTIFIERS- *Scotland

This final report of a 2-year research project examines how the needs of pupils with non-recorded learning difficulties were identified and met in the mainstream schools of one region in Scotland. Non-recorded pupils were defined as those pupils who were identified as experiencing learning difficulty but whose difficulties were not pronounced, specific, or complex enough to warrant the opening of a record of need. Data were collected through interviews with 59 secondary staff, case studies of 4 secondary schools, interviews with 45 primary school staff and parents, case studies of 3 primary schools, and interviews with 14 Regional officials. Eight key questions posed by a 1978 report titled "The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland" formed a conceptual framework for examining the data. Findings are analyzed in chapters with the following titles: "Teachers Conceptualisations of Pupils with Learning Difficulties," "Identifying Pupils with Learning Difficulties," "Meeting the Needs of Pupils with Learning Difficulties," "The Role of Learning Support in the Classroom," "Support for Schools: Parental and Professional," and "More Able Pupils." An appendix contains a summary of the Report of the Working Party on

ED 335 936 FL 019 426

Benander, Ruth
Cultural Expression in Speech Behavior: Methods of Inquiry.
PUB DATE- 90
NOTE- 10p.; In: Penn Working Papers in Educational Linguistics, Volume 6, Number 2; see FL 019 424.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Cultural Context; *Cultural Differences; *Cultural Traits; *Data Collection; Language Attitudes; Language Patterns; Language Research; Norms; *Research Methodology; Second Language Learning; *Social Values; *Speech Communication; Surveys
IDENTIFIERS- *Compliments (Language)

A study explored alternative ways of collecting data on cultural values as expressed in speech behaviors. It investigated perceptions of the use of compliments in American English interactions by five Japanese and five American women. Methods of data collection included, first, a questionnaire and then for comparison, interviews using items from the questionnaire. The analysis compared responses to the questionnaire and interviews by the same person, and Japanese with American responses. From the process of evolving an appropriate data collection method it was found that neither observation nor written questionnaires could provide the insights into cultural awareness and values that interviews can. While interviews alone would be insufficient, it is concluded that in combination with the other forms of data collection, they can be very informative. In addition, interviews can provide valuable data on pragmatics because speakers may have dual competence but choose to use home culture values as the basis for their performance. A 15-item bibliography is included. (MSE)

ED 335 554 CE 058 823

Kahn, Betsy
Literacy Plus Final Performance Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Library Extension; *Literacy Education; Program Effectiveness; Program Implementation; Publicity; *Tutoring
IDENTIFIERS- *Hayward Public Library CA; Literacy Plus Project CA

The Literacy Plus Project, begun in 1985, provides tutoring for English-speaking adults aged 16 and over who live in the Hayward (California) Public Library service area, and whose reading and writing skills are below eighth-grade level. During the 1988-89 program year, the program trained 84 tutors (goal: 100) using a program developed by the literacy project coordinator, which combined materials and methods used by Laubach Literacy Action, Literacy Volunteers of America, and local literacy trainers. Following training, 74 tutors were matched and went on to work with adult literacy students. Tutoring materials and instructional materials, such as life skills workbooks, job applications, and workbooks on spelling, mathematics, dictionary skills, writing, citizenship, and General Educational Development preparation, were provided. Tutors were monitored through their regular monthly reports and a follow-up training session. Tutors reported working a total of more than 3,100 volunteer hours during the year. A total of 57 students left the program for reasons such as reaching literacy goals, moving away, entering other educational programs, and having personal problems. Presentations on the literacy program were given to 12 local service organizations, more than 60,000 pieces of literature were distributed, and 2,400 was raised from the community (one-half of goal). The program was expected to continue at about the same level of services for the following year. (KC)

ED 335 675 CS 212 934

Long, Elenore

From the Classroom to the Dorm: Facing the Impasse of Demanding Discourse Constraints.

PUB DATE- Mar 91

NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College English; Discourse Analysis; *Freshman Composition; Higher Education; *Problem Solving; *Writing Difficulties; Writing Processes; Writing Research; *Writing Strategies

The composing processes of four freshmen writers of varying proficiency who had been taught problem-solving strategies for one semester were traced to see whether they would differ in how they set up and followed through with strategic options. Each of the four students produced a think-aloud protocol as he or she planned and wrote an assignment related to the word "paradigm" and its use in discourse communities. Excerpts of students protocols showed how students elaborated the problem--or impasse--and the specificity with which they elaborated their options. Results indicated that the two "good" writers isolated many more points of conflict than the other two writers, one by calling upon class instruction and the other by making use of strategies apparently brought with her from high school. The two "less proficient" writers isolated far fewer problems and were unable to render the strategies they needed to negotiate the points of conflict they did isolate. Findings suggest that teachers should focus on student writers as they face the point of impasse and provide carefully developed instruction to help students: (1) assess whether their tried-and-true approaches are falling short; (2) help students envision their own strategic options; and (3) make strategic decisions, including those that require taking risks. (Four tables of data are included and 15 references are attached.) (SR)

ED 335 804 EA 023 306

Hodgkinson, Harold L.
Washington: The State and Its Educational System.
PUB DATE- Feb 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Conservation (Environment); *Demography; *Economic Climate; *Economic Development; Educational Finance; *Educational Trends; Elementary Secondary Education; Ethnic Distribution; Higher Education; Population Distribution; *Population Trends
IDENTIFIERS- *Washington

A profile of Washington is presented, which examines trends in the state s economy, environment, population, and educational system. A contradiction exists between the state s beautiful scenery and well-educated population and its high crime and suicide rates. The state is characterized by a highly educated work force, a less diversified economy, increasing minority populations, and regional diversity. Recommendations are made to continue to decrease economic dependence upon the Boeing industry, coordinate public school and higher educational systems, focus on transnational issues and teaching in education, and to implement dropout intervention programs. (12 references) (LMI)

ED 335 825 EC 300 567

Schneider, Edith E.
Development and Implementation of a Parent Education Newsletter To Increase Parent Knowledge of Gifted Children.
PUB DATE- Feb 91
NOTE- 59p.; Practicum Report, Nova University. Three pages of Appendix G contain light type and will reproduce poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Child Rearing; *Gifted; Interpersonal Communication; *Knowledge Level; *Newsletters; *Parent Education; Parent School Relationship; Parent Teacher Cooperation; Primary Education

This practicum report describes a gifted education program, for students in grades 1 and 2, which developed a newsletter to broaden the parents knowledge of giftedness. The weekly newsletter, sent to parents of 43 children, addressed such topics as characteristics of the gifted, frequently asked questions, techniques used for instruction, higher level thinking skills, creativity, and perfectionism. A pretest and posttest administered to parents documented growth in parent knowledge over the 10-week implementation period. Appendices contain copies of forms used in the practicum, comments about the practicum from teachers and parents, and a sample newsletter. (Includes 10 references) (JDD)

ED 335 457 CE 058 568

Badger, C. R.
Occasional Papers on Adult Education and Other Matters.
PUB DATE- 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Adult Education; *Adult Educators; Biographies; Educational Finance; *Extension Education; Foreign Countries; Higher Education; *Labor Education; Tutorial Programs
IDENTIFIERS- Australia (Victoria); *Workers Educational Association

These papers on adult education in Australia are grouped into four parts: (1) articles concerning some directors of university extension and adult education; (2) a paper entitled "Who Killed the WEA (Workers Educational Association)--A Footnote to History"; (3) two papers called respectively "Sir Keith Hancock--A Tribute from a Grateful Pupil" and "Hancock s Notes on Machiavelli"; and (4) an article entitled: "The Madonna of Bunbury." The six papers written about directors of university extension and adult education are: (1) "Meredith Atkinson"; (2) "An Adult Education Tragedy--John Alexander Gunn"; (3) "C. R. Badger"; (4) "G. V. Portus"; (5) "Walter George Keith Duncan"; and (6) "Desmond Crowley." (NLA)

ED 335 476 CE 058 594

Maley, Donald
Value in Vocational Education.
PUB DATE- Dec 90
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citations (References); Educational Benefits; Secondary Education; *Values; *Values Clarification; *Values Education; *Vocational Education

This paper, intended to assist users in developing a rationale for vocational education, lists a series of values, followed by two or more citations from the literature that support the particular item. The thesis of the paper is that vocational education can and does play a number of significant roles in the secondary school setting. The values discussed in the paper are personal values, academic values, and societal values. Each of these values is presented in the context of opportunities, followed by one or more quotations that support the item identified as a value under one of the three areas of contribution. Thirty-three sources are cited. (KC)

ED 335 535 CE 058 774

Bateman, Peter; And Others

Evaluation of the Cooperative Demonstration Program (High Technology): First Year Report.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jul 91
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Continuing Education; *Cost Effectiveness; Curriculum Development; *Demonstration Programs; Disabilities; Disadvantaged; Educational Cooperation; Educational Innovation; Education Work Relationship; Federal Programs; *Grants; Job Training; Labor Force Development; Postsecondary Education; *Program Design; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; School Business Relationship; *Technological Advancement; Vocational Education
IDENTIFIERS- *Cooperative Demonstration Prog (High Technology)

Twenty-three projects funded by the Cooperative Demonstration Program (High Technology) in Fiscal Year 1988 were evaluated. The evaluation focused on project logic and design, implementation, and costs and benefits. Thirteen of the 23 applications were found to present clear and coherent design for their projects. Success was predicted for eight projects selected for site visits and then compared with actual success based on numbers of students trained. Clarity and coherence of the application were not a good predictor of success. The success in implementation was measured by the extent to which the project met its goals and objectives regarding student training, partnership development, and curriculum development. Projects emphasized one or more of four different activities, each with different outcomes: direct training services to students, curriculum development, staff development, and curriculum or other dissemination. The lack of innovation within and across projects might have been due to the absence of a priority for it in the regulations or points rewarded for it in the scoring of applications. Five of the eight projects visited were able to implement their proposed plan. For seven of the eight projects, project costs were reasonable in relation to project outcomes. Changes in the study design and procedures were recommended for the second year. (YLB)

ED 335 614 CG 023 607

Moses, Lizbeth A.; And Others
Assessing Attachment in Young Adulthood: A Validational Study.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Attachment Behavior; College Students; *Evaluation Methods; Higher Education; *Young Adults
IDENTIFIERS- Psychosocial Adaptation; *Psychosocial Development

A sample of college students (N=170) was used to replicate and extend recent investigations that had conceptualized adults close relationships within an early attachment framework. Analyses were conducted to support the validity of Hazan and Shaver s (1987) attachment measures, which were designed to assess the three major styles of attachment: secure, anxious/ambivalent, and anxious/avoidant. The Single-Item, Multi-Item, and Mental Model attachment measures were also used to test the association between young adult attachment and psychosocial adjustment. Results showed that using a self-classification measure appears to be a valid method of assessing young adult attachment. Furthermore, findings revealed a strong relation between mental models and attachment style, demonstrating construct validity for this assessment of internal working models. Finally, attachment characteristics were found to be strongly related to psychosocial adjustment. The secure group had more positive mental models and were better adjusted overall. Few differences emerged between the anxious/ambivalent and anxious/avoidant groups. This result is consistent with findings from infant attachment studies. (Four data tables and references are included.) (Author/ABL)

ED 335 695 CS 212 993

Madsen, Sandra
"The Road from Coorain": A Journey of Power.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991). Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Cultural Context; Feminism; Foreign Countries; Higher Education; *Individual Power; Intellectual Development; Literature Appreciation; *Self Actualization
IDENTIFIERS- Australia; Conway (Jill Ker); *Road from Coorain (Conway); *Self Empowerment; Smith College MA

"The Road from Coorain" is the autobiographical story of Jill Ker Conway, the first woman president of Smith College. The story traces Conway s journey from powerlessness to power. Born in the outback of Australia, where all people were powerless in the face of the vacillations of nature, forced off the land into a city life to which she was emotionally and socially ill-adapted, manipulated by a mother crippled by the conventions of appropriate female behavior, Conway eventually found that her love of learning and pursuit of education provided the path to power. The journey from powerlessness to power, according to Ann Bookman and Sarah Morgan, requires at least three specific steps: a change of ideas about the causes of powerlessness; an awareness of systemic causes; and some courses of action which allows change in both self-perception and attitude, and ultimately in situation. Conway s change of ideas about the causes of her powerlessness came about through recognizing the similarities between the dependent relationship between Australia and Great Britain and that between her mother and herself, identifying the causes of her mother s decline into alcoholism and paranoia, and understanding the underlying causes of her own problems with her mother. Conway was forced to the second stage of empowerment when after graduating from college she was denied a job because she was a woman. Finally, her decision to leave Australia, her mother, and the duties imposed by the bush ethos permitted her to complete her journey to power. (PRA)

ED 335 737 EA 023 169

Helping Students Achieve: Implications for Roles and Responsibilities. Critical Issues in Student Achievement Paper Number 5.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 12p.; For the first three papers, see ED 317 560, ED 317 590, and ED 317 562.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Administrator Responsibility; Elementary Secondary Education; *Parent Responsibility; Parent Student Relationship; Scores; Standardized Tests; Teacher Made Tests; *Teacher Responsibility; *Test Results; *Test Use

In schools today, tests are being used for a variety of reasons, such as an indication of school accountability and also to track students, label them, or place them in specialized programs. Excessive dependence on test outcomes can adversely effect students educational goals and contribute to their disengagement from education, because (among other factors) students are not helped to understand the value of education. One approach to solve this dilemma is for all educational stakeholders to work in close collaboration by fulfilling such responsibilities as ensuring that parents understand that students come to school ready and willing to learn, parents build their children s confidence and self-esteem, teachers use varied methods of instruction and assessment, administrators provide incentives to stimulate learning, community members serve as student mentors and tutors, and policymakers minimize the occasions when students must participate in standardized testing. (5 references) (EJS)

ED 335 781 EA 023 260

Benard, Bonnie
Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Child Development; Community Support; Elementary Secondary Education; Family Environment; *Family School Relationship; *Interpersonal Competence; *School Community Relationship; *Social Development; Social Influences; Student Participation
IDENTIFIERS- *Northwest Regional Educational Laboratory
A challenge for the 1990s is the implementation of prevention strategies that strengthen protective factors in families, schools, and communities. Protective factors refer to positive action strategies that build resiliency in youth. After a brief overview of protection factor research, the major protective factors that contribute to the development of resiliency in youth and the implications for building effective prevention programs are discussed. Support, high expectations, and encouragement of youth participation are family, school, and community protective factors. A conclusion is that the increasing numbers of students experiencing risk due to economic deprivation necessitate a systems perspective in prevention strategies. From this perspective, a major underlying factor of social problems is the gradual destruction of naturally occurring social networks in the community. Strategies based on power sharing and reciprocity, such as mentoring and cooperative learning, are advocated to strengthen these social bonds and to promote the protective factors of support, high expectations, and participation. School community linkages and communitywide collaboration are also crucial. (138 references) (LMI)

ED 335 867 FL 019 098

English as a Second Language/Dialect Resource Book for K-12.

PUB DATE- 81
NOTE- 224p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Communicative Competence (Languages); Cultural Education; Elementary Secondary Education; *English (Second Language); *Nonstandard Dialects; Resource Materials; Second Language Learning; Student Needs

This resource guide is designed for use by all educators who work with English-as-a-Second-Language/Dialect (ESL/D) students, including administrators, regular classroom teachers in both elementary and secondary schools, trained ESL/D teachers, and other support staff such as language assistance teachers and special education staff. The book provides guidelines and specific suggestions that will assist in adapting and/or modifying the regular curricula to meet the needs of ESL/D Students. Contents of the guide will acquaint administrators and teachers with knowledge and teaching techniques for working with ESL/D students. After an introductory section, the guide contains the following sections: (1) the incoming ESL/D student; (2) ESL/D student programs; (3) language acquisition; (4) developing communicative competence; (5) resources; (6) culture; and (7) reference material. (JL)

ED 335 913 FL 019 402

Ichihashi, Kumiko, Ed.; Linn, Mary Sarah, Ed.
Kansas Working Papers in Linguistics. Volume 16.
PUB DATE- 91
NOTE- 185p.; For individual papers, see FL 019 403-411.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Discourse Analysis; Etymology; Folk Culture; Foreign Countries; Grammar; Interpersonal Communication; *Language Research; Linguistic Theory; Nepali; Phonology; Pronouns; Spanish; Syntax; *Uncommonly Taught Languages
IDENTIFIERS- Cuba (Havana); Hualapai; Taiwan

Reports of recent original research on linguistics by faculty and students of the University of Kansas are presented. Topics include: "Collaboration on Topic Change in Conversation" (Mary Howe); "Stories in Conversation" (Roberta Senner Hofer); "It s Like, What s Happening in the Evolution of Like? : A Theory of Grammaticalization" (Teresa Meehan); "Folk Etymology (in English and Elsewhere)" (Adrian Poruciuc); "Liquid Assimilation in Havana Spanish" (Fenfang Hwu); "The Syntax-Phonology Interface as the Key to Metricality: Evidence from Taiwanese Folk Songs" (Yuchau E. Hsiao); "Causative Constructions in Nepali" (Kaoru Horie); "Transitivity Indicators: "-Yu" and "-Wi" in Hualapai" (Kumiko Ichihashi); and Proto-Algic III: Pronouns" (Paul Proulx). A cumulative listing of the contents of volumes 1-16 of the working papers is also included. (MSE)

ED 335 574 CG 023 567

McKenzie, Cathy
Theoretical Orientation.
PUB DATE- 91
NOTE- 9p.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Modification; Cognitive Restructuring; Counseling Techniques; *Counseling Theories; *Elementary Education; Elementary School Students; *Group Counseling; Nondirective Counseling; *School Counseling

Today, counseling in an elementary school setting is both exciting and extremely challenging. Never before has there been such a high need for counselors to work with such a young and large portion of the population. The Person-Centered Approach to groups in the school setting works well in counseling because of the high level of empathy and understanding necessary for the healing climate of the group to occur. The value of this approach seems to be especially applicable to the first two stages of group therapy. During the third stage, however, a more cognitive-behavioral approach seems to enhance the work being done. In the final stage, a mixture of both approaches works well. One of the reasons the Person-Centered Approach works so well with elementary-level students is the inclusion of the issue of trust. Students will establish acceptance and trust in the leader, or the group, and then in themselves. Probably the most powerful experience for those in the group is being understood and accepted by others who are also involved in revealing their feelings to one another. The Person-Centered Approach and the Cognitive-Behavioral Approach can be linked together to work very effectively with children in the elementary school setting. (A case example of David, a sixth-grader who was doing poorly in school and was referred for group counseling is included.) (ABL)

ED 335 716 CS 507 536

Turchen, Mike
The American Indian Experience in Communication Classrooms.
PUB DATE- 12 Apr 91
NOTE- 5p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *American Indians; Classroom Communication; *Cultural Awareness; Higher Education; Intercultural Communication; *School Community Relationship; *Speech Communication; *Undergraduate Students
IDENTIFIERS- *Dakota Wesleyan University SD; South dakota

Perhaps responding to a new awareness of the problems of American Indians, South Dakota Governor George Mickelson issued an executive proclamation declaring 1990 the "Year of Reconciliation." Dakota Wesleyan University responded to this proclamation by participating with the Mitchell Area Vocational-Technical in establishing a "Sister Community" relationship with Lower Brule, a community about 2 hours from Mitchell. Teacher and student exchanges have already occurred at the secondary level, and programs have been implemented at Dakota Wesleyan. Some observations of the situation of American Indian students both on campus at Dakota Wesleyan and at the off campus site in Wagner include: (1) American Indian enrollment is now 9% of the student body; (2) enrollments have been impacted by college recruitment practices, increased tuition, decreased funding by the Bureau of Indian Affairs, and the emergence of reservation colleges; (3) American Indian students are now interested in careers other than American Indian Studies; (4) while from 1885-1985 Dakota Wesleyan graduated only 26 Native American students, from 1985 to the present the college has graduated 51 students; and (5) American Indian students (with notable exceptions) still tend to be apprehensive of oral assignments in the communication classroom. American Indian students enhance the experience of all students in communication classes. As a small, private, liberal arts college, Dakota Wesleyan has the potential to serve the needs of these minority students in the future. Recognizing cultural differences and being sensitive to the needs of American Indian students will result in more effective teaching and learning at the university and more specifically in communication classes. (PRA)

ED 335 805 EA 023 307

Amsler, Mary
Beyond the Rhetoric of Restructuring. Policy Briefs Series Number Sixteen.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Organizational Change; *Organizational Climate; Power Structure; School Based Management; *School Organization; *School Restructuring

An in-depth examination of restructuring is provided in this policy brief, which shows how the meaning of "restructuring" changes according to the setting and participants involved. After a review of the current context of the restructuring movement, different types of reform efforts are described, which include restructuring of curriculum, instruction, and time; authority; provision of youth services; public financing; and student assessment. Examples of school and district restructuring efforts in Arizona, California, Nevada, and Utah and other states are described. A critical discussion of political, organizational, and technical/financial constraints to restructuring concludes that school and district goals, resources, and political and organizational contexts must be considered prior to deciding the extent and nature of educational change. (17 references) (LMI)

Children with Learning Difficulties. (15 references) (JDD)

ED 335 847 EC 300 589

Meeting the Needs of Infants and Toddlers with Handicaps. Federal Resources, Services, and Coordination Efforts in the Departments of Education and Health and Human Services. A Report to Congress.

PUB DATE- Jan 89

NOTE- 70p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Agency Cooperation; *At Risk Persons; Coordination; *Delivery Systems; *Disabilities; *Early Intervention; Federal Aid; *Federal Programs; Federal State Relationship; Infants; Low Income Groups; Preschool Education; Program Implementation; Public Policy; Toddlers

IDENTIFIERS- Department of Education; Department of Health and Human Services; *Education of the Handicapped Act 1986 (Part H)

This report describes the Federal commitment to improve early intervention services that enhance development and minimize the later dependence of infants and toddlers with handicaps. It presents the results of a joint study, completed by the Department of Education (DoE) and the Department of Health and Human Services (DHHS), of early intervention services and the coordination efforts to achieve the goals of the Handicapped Infants and Toddlers Program. The report examines federal funding sources and services that provide financial assistance to states to develop and implement programs, identifies gaps in early intervention services, and describes joint activities under way among federal agencies supporting early intervention programs and future actions planned to facilitate the coordination of services. An appendix offers descriptions of 16 programs that authorize or provide early intervention services, many of them targeted to the poor or to individuals with low incomes. Other appendices list appropriations of DoE and DHHS programs contributing to early intervention for fiscal years 1987 and 1988 and reprint a memorandum of agreement for the Federal Interagency Coordinating Committee. (Four references) (JDD)

ED 335 890 FL 019 343

Duranti, Alessandro; Ochs, Elinor

Acquisition of Genitive Agents in Samoan.

PUB DATE- Apr 89
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number 28, p89-96, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Age Differences; *Child Language; Comparative Analysis; Foreign Countries; Grammar; *Language Acquisition; Language Research; Linguistic Theory; Oral Language; *Samoan; *Sentence Structure; Uncommonly Taught Languages; Young Children
IDENTIFIERS- Samoa

A study investigated how Samoan adults use genitive constructions in comparison with use by four young children. Results suggest that while adults and children both favor a clausal strategy of highlighting the affected object in a manipulative activity scene, Samoan children have difficulty exploiting the grammar of genitive noun phrases to encode agent roles as well. This pattern implies that children s two-constituent utterances differ from those produced by adults. In children s utterances, when an agent is not encoded as a major sentential constituent, it is likely not to be encoded as a genitive modifier and must be sought in the immediate setting or previously-mentioned absolutive noun phrases. The common and varied use of a heavily-loaded absolutive noun phrase in Samoan two-constituent utterances suggests that the internal structure of a noun phrase is a particularly central domain of grammatical and conversational competence for Samoan children to acquire. An 18-item bibliography is included. (MSE)

ED 335 937		FL 019 427

Billmyer, Kristine
"I Really Like Your Lifestyle": ESL Learners Learning How To Compliment.
PUB DATE- 90
NOTE- 19p.; In: Penn Working Papers in Educational Linguistics, Volume 6, Number 2; see FL 019 424.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Instructional Effectiveness; *Intercultural Communication; *Language Patterns; Native Speakers; North American English; Second Language Learning
IDENTIFIERS- *Compliments (Language)

A study investigated the effect of classroom instruction in giving compliments on actual encounters between native and non-native speakers of English. Production of compliments and replies to compliments were compared in two nine-member groups of Japanese learners of English as a Second Language, one group receiving six hours of formal instruction in the rules of complimenting in American English and the other given no instruction on this topic. Interaction in conversation with native English-speakers studying Japanese was observed. Several measures of learner performance of compliments were used, including: frequency of occurrence of norm-appropriate compliments; level of spontaneity (speaker-initiated, task-related spontaneous, and addressee-induced); level of appropriateness; well-informedness of utterance; and adjectival repertoire. Replies to compliments were evaluated by reply type and its effect on the interaction, and length of reply. On five of seven measures, subjects in the tutored group showed complimenting behavior more closely approximating native speaker norms than subjects in the untutored group, supporting the idea that formal classroom instruction in social rules of language can assist learners in communicating appropriately and meaningfully with native speakers. A 44-item bibliography is included. (MSE)

Frankinburger, Bruce J.
An Annotated Bibliography of the Literature Dealing with the Development of Industrial Arts Education, the Current Transition to Technology Education and the Attitudes/Perceptions of Professionals in the Field.
PUB DATE- 91
NOTE- 37p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Annotated Bibliographies; Curriculum Development; Educational History; Educational Philosophy; Elementary Secondary Education; *Industrial Arts; Industry; Professional Recognition; Public Opinion; Standards; *Teacher Attitudes; Technological Advancement; Technological Literacy; Technology
IDENTIFIERS- *Technology Education

The historical emergence of industrial arts education, the current attitudes of professionals in regard to philosophy and content, and the debate involving technology education and its implications are summarized in a literature review. The debate within the profession regarding definition, curriculum, and philosophy is of long-standing significance. The industrial arts movement has experienced controversy since the late 1800s. Educators in the field should evaluate the conditions of the changing society and achieve unity in the field of professional technology education. Research is inconclusive as to its impact on curriculum and philosophy. Annotations of 20 studies are provided, after which the following recommendations are made: (1) technology programs should provide technological literacy; (2) there should be a renewed professional involvement in educational programs; (3) educators should conform to state curriculum plans; (4) educators must achieve professionalism to enhance the image of technology education; and (5) continued study of curriculum changes should be pursued to provide guidance and direction. (Twenty-five references are included.) (NLA)

ED 335 477 CE 058 595

Vocational-Technical Education: A Key to Global Success. 1990 Annual Activities Report and Third Biennial Evaluation Report.
PUB DATE- Jan 91
NOTE- 83p.; For a related document, see CE 058 593.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advisory Committees; Compliance (Legal); Federal Legislation; *Federal Programs; *Job Training; Postsecondary Education; *Program Effectiveness; Program Implementation; Program Improvement; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS- *Maryland State Council on Vocational Tech Educ

This three-part activities report of the Maryland State Council on Vocational-Technical Education relates information primarily on council evaluation activities conducted during Fiscal Years 1989 and 1990, although in some instances more current information was used. Part I summarizes the activities of the council during 1990. Parts II and III address the results of the council s evaluation of delivery systems supported under the Job Training Partnership Act (JTPA) and the Carl D. Perkins Vocational Education Act, respectively. During 1990, the council updated its philosophy, statement of purpose, organization, and initiatives. The council also analyzed its program of work and pursued initiatives concerning special populations, integration of academics and vocational education, requirements of the work force, technology education, and image/public relations/communications. During its committee meetings and monthly meetings, the council reviewed and commented on various plans submitted by state education agencies and universities, and worked with various other groups. Evaluation of the delivery systems of the JTPA and the Perkins Act showed that both programs were achieving their objectives in Maryland. Appendixes include a list of the council s responsibilities, a detailed account of previous recommendations, an outline of discussion topics for on-site visits, and a table giving JTPA incentive funds for program year 1989 performance. (KC)

ED 335 496 CE 058 646

Agricultural Education Computer Networking, November 1, 1989 to August 31, 1990. Final Report.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Career-Vocational Education.; Department of Education, Washington, DC.

PUB DATE- 31 Aug 90

NOTE- 38p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agricultural Education; *Communications; *Computer Networks; Computer Oriented Programs; Computer Software; Computer Uses in Education; *Information Networks; Information Technology; Information Transfer; *Online Systems; Postsecondary Education; *Reference Services; Secondary Education; Vocational Education

IDENTIFIERS- *California Agricultural Educ Computer Network

The California Agriculture Education Computer Network was developed to provide agricultural educators and support staff in agricultural education with the most up-to-date and comprehensive agricultural information possible. The network allows secondary instructors to access databases that contain information about the most recent agricultural issues and to update curriculum, improve program management, and improve instruction. Phase III of the project, conducted from November 1989 through August 1990, continued implementation of the computer network. Fourteen new project sites of a total of 261 were connected during this phase. A total of 301 instructors, state staff, teacher educators, and community college instructors were able to exchange information, as well as receive resource information from two remote computer database services: AgriData Resources and the Agricultural Technology Institute (ATI). The network coordinator was responsible for providing technical support, developing a database, and providing inservice training for users of network services. Phase III development was based on input from a computer networking advisory committee, a written survey of project users, and ongoing evaluation by project personnel. Evaluation data from participants and advisory committee members indicated that the project was successful in meeting the needs of the participating member sites. (Appendixes list project sites, summarize training services, record advisory committee minutes, summarize a regional survey of agricultural computing trends, and provide three sample articles on computer communications by the network coordinator.) (KC)

ED 335 516 CE 058 731

Leach, James A.

Characteristics of Excellent Trainers in Business and Industry: A Psychological, Interpersonal, Motivational, and Demographic Profile. Working Papers.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Educators; Demography; *Individual Characteristics; *Interpersonal Competence; Motivation; *Profiles; Psychological Characteristics; *Success; *Trainers

Training managers from Fortune 500 companies were sent standardized instruments for the assessment of the psychological, interpersonal, motivational, and demographic makeup of excellent trainers. These training managers were asked to describe, by completing standardized instruments, the best trainers in their organizations. Results were analyzed and summarized to provide a profile of excellent trainers. Data from 204 out of 500 instruments mailed were analyzed using t-test, correlational (Pearson-r for variables with ordinal, interval, and ratio scales, and point bi-serial for dichotomous variables), and one-way analysis of variance tests of significance. The most important finding was that excellent trainers were, as a group, significantly different from the general population on 20 out of the 21 personal and psychological characteristics; "extroverted" was the exception. Gender difference was not found to be significant. As a group, the excellent trainers rated significantly above the population average in the interpersonal style dimensions of caring, sociable, and assertive. Age appeared to influence the nature of excellent trainers. Older trainers tended to exhibit less aggressive behavior; younger trainers were characterized as more robust and competitive. (21 references) (YLB)

ED 335 595 CG 023 588

Ziglar, Elisa J.
Spousal Adjustment to Myocardial Infarction.

PUB DATE- Aug 91
NOTE- 56p.; Master of Education seminar paper, Ohio University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Adjustment (to Environment); *Coping; *Emotional Adjustment; Females; *Heart Disorders; *Spouses; *Stress Variables

This paper reviews the literature on the stresses and coping strategies of spouses of patients with myocardial infarction (MI). It attempts to identify specific problem areas of adjustment for the spouse and to explore the effects of spousal adjustment on patient recovery. Chapter one provides an overview of the importance in examining the psychosocial adjustment of the spouse of a patient with MI. Chapter two, the literature review, is divided into seven subheadings: an introduction to the literature, reactions of spouses to the MI, effects of the MI on the marital relationship, the spouse s need, spousal coping methods, spousal influence on compliance, and a summary. Chapter three presents a summary of the purpose of the paper, followed by a discussion of the literature, conclusions, limitations of the literature reviewed, and recommendations for both further research and clinical applications. The literature reviewed suggests specific emotional symptoms experienced by wives of patients, including depression, anxiety, guilt, fear, worry, helplessness, loneliness, panic, fatigue, and irritability; specific somatic symptoms such as sleep and appetite disturbance, chest pain, inability to concentrate, tearfulness, palpitations, headaches, stomach pain, and faintness; and specific psychosocial needs, including the need to be included in treatment planning, the need for practical support (child care, transportation), and the need for emotional support. (NB)

ED 335 634 CS 010 632

O Leary, John Daniel

Creating a Love of Reading = Susciter le Gout de la Lecture.

PUB DATE- May 91

NOTE- 53p.

LANGUAGE- English; French

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Parent Participation; *Parent Student Relationship; Preschool Education; *Reading Aloud to Others; *Reading Attitudes; *Reading Habits; Recreational Reading

IDENTIFIERS- Canada; Ontario; *Reading Motivation

To develop good reading habits, children must be surrounded with books, stories and reading not only in the classroom but in the home and the community. Children who read and are read to outside of school do better than those who do not read and are not read to outside of school. Parents and other family members should make books and reading aloud a routine part of life on an everyday basis as well as on important family occasions. Grandparents, aunts, uncles, and other adult friends can do the same. "Reading circles" (a place in the community where children gather on a regular basis to read and share stories together) are an extremely powerful tool in the effort to support learning and literacy, as are reading tents set up at community events, and "street reading" with teen reading teams. Celebrities can be invited to share stories with children. "TV Guide" can be used to read about television shows and to discuss viewing with children. Reluctant readers who are interested in rock music can be reached by discussing with them the lyrics to their favorite songs, by having them read about their favorite performers, or by joining fan clubs. Political issues and personalities can be used to provoke discussions which are then followed up by reading books and articles. If parents and their children persistently and daily come together and share family stories, community stories, and national stories, they will be developing a love for reading and a respect for each other s characteristics and dignity. (Fourteen references are attached.) (RS)

ED 335 759 EA 023 227

Fitzgerald, Martha; And Others
School Building Models: Tailoring Interventions To Meet School Conditions and Needs.
PUB DATE- Apr 91
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Planning; Educational Change; High Risk Students; Intermediate Grades; Junior High Schools; *Mainstreaming; Models; *Participative Decision Making; Professional Development; *School Restructuring; *Special Education

Two models of educational reform that address the dilemma in schools caused by the confluence of two current reform movements--school restructuring and the regular education initiative are presented in this paper. The models offer a more complex framework that considers teachers values, the role of external support for teacher development, school culture, and accountability. The teacher-centered University of Vermont model focuses on the degree to which special education students are integrated into general education classrooms. The student-based University of Pittsburgh model describes changes in the special education program over time, looking at how increased student competencies facilitate integration. Elements common to the two models include cultivation of common knowledge, values, and a language base; establishment of a strategic planning process; development of peer support; and provision of technical assistance. Initial project evaluations indicate that both projects have been driven by forces internal to the school, its culture, and its practice base, supplemented by external on-site assistance. The change process deals directly with conflicting beliefs about learning potential and quality standards and conflicting practices in instruction and measurement of student performance. Both are working toward achieving a school building environment that promotes high and consistent expectations for all learners. Three figures are included. (17 references) (LMI)

ED 335 826   EC 300 568

Dee, Margaret S.
Programs for Gifted and Talented Students in the State of Delaware, 1990-1991.
PUB DATE- Jan 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Identification; College Programs; Delivery Systems; Elementary Education; Enrichment Activities; *Gifted; Higher Education; Models; *Resource Room Programs; School Districts; Secondary Education; Special Education Teachers; *Special Programs; State Programs; Summer Programs; *Talent; Talent Identification; Teacher Certification
IDENTIFIERS- *Delaware

This directory describes programs for gifted students in the public schools of Delaware. Separate sections provide listings for elementary programs, intermediate programs, high school programs, college programs, and summer programs. Descriptions of 55 district-level programs provide information such as: program administrator; contact persons; telephone number; address; grade levels served; schools served; areas of giftedness served; approximate percentage of the total student population served; student selection; contact time per week; and a brief description of program content. An overview notes that the highest concentration of services specifically for the gifted and talented is at the elementary level, with almost all schools using variations of the "pull-out" model. Most of the programs for students in the upper grades are school-based and half are offered in lieu of other classes. Four appendixes list members of the Statewide Council on Programs for the Gifted and Talented, state teachers of the gifted, program options for gifted and talented students, and requirements for certification as a teacher of the gifted and talented. (DB)

ED 335 914 FL 019 403

Howe, Mary

Collaboration on Topic Change in Conversation.

PUB DATE- 91
NOTE- 15p.; In: Kansas Working Papers in Linguistics, 1991, v16; see FL 019 402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Cooperation; *Discourse Analysis; *Interpersonal Communication; *Language Patterns; Language Research; *Speech Habits; Tape Recordings
IDENTIFIERS- *Conversation

Conversations are cooperatively achieved speech events. In introducing a new topic, there are specific procedures followed to close the old topic. Because these procedures take place over a series of utterances, both/all participants must cooperate to close a topic. Analysis of conversations among adults who know each other suggests that there are topic-ending utterances that mark disjunctive topic changes, in which participants make an obvious transition from one topic to another. These topic-ending indicators include: (1) summary assessments; (2) acknowledgement tokens; (3) repetition; (4) laughter; and (5) pauses. Summary assessments are likely to occur first, and pauses last, before the beginning of a new topic. These two indicators appeared to be the most powerful and most common, especially when they occur together. None of the other three appeared alone. All of the indicators occur elsewhere in conversation, but at topic endings they occur together in sequences of utterances alternating between participants. The use of several topic-ending indicators seems to show that both/all participants seek agreement on the closing of the first topic. This analysis supports the view of conversation as a collaborative event. (MSE)

ED 335 555 CE 058 832

Larsson, Staffan

Initial Encounters in Formal Adult Education. On Decision-making in the Classroom. Report 1990:04.

PUB DATE- Apr 90

NOTE- 36p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; *Adult Students; *Classroom Techniques; Continuing Education; *Decision Making; Developed Nations; Dropouts; Educational Practices; Foreign Countries; *Immigrants; Literacy Education; *Second Language Programs; *Teacher Student Relationship

IDENTIFIERS- *Sweden

An ethnographic study was conducted of initial encounters in a class participating in Swedish municipal adult education. The class was composed mostly of immigrants and some native school dropouts, and the courses studied (through field observation) were equivalent to the senior level of the compulsory comprehensive school. The study focused on decision making and the power play between students and teachers, viewed as negotiation. Qualitative analysis resulted in a conceptual system for describing the negotiations. Using this system, characteristics of the decision-making process were described. One of the findings was that uniform explicit rules for decision making were lacking. Another finding was that students did influence decisions on certain topics, not because they were invited to do so, but at their own initiative. Students tried to influence the allocation of time and space for their studies, but they left the use of time for the teachers to decide. One conclusion of the study was that the students subordination was conditional. (29 references) (Author/KC)

ED 335 656 CS 010 678

Chapter 1 Reading Skills Center Program 1989-90. OREA Report.
PUB DATE- 91
NOTE- 54p.; For 1988-89 report, see ED 319 009.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; Educational Research; High Risk Students; Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Parent Participation; *Private Schools; Program Descriptions; Program Evaluation; *Reading Instruction; Reading Programs; Reading Skills; Remedial Programs; *Writing Instruction
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; New York (New York)

A study described the 1989-90 Chapter 1 Reading Skills Center program, and assessed the effectiveness of its implementation. The program provides supplementary, individualized instruction in reading and writing to Chapter 1-eligible students in New York City nonpublic schools. During 1989-90, the program served 284 students in grades 4 through 8 from 4 nonpublic schools. Face-to-face services (3-5 sessions a week lasting from 35 to 60 minutes) were offered to 233 students, while 51 students received a combination of the above and computer-assisted instruction (1 session per week of 40 minutes). A parent participation program and a staff development program were already in place. Data consisted of site visits, interviews with program teachers, and data from program documents. Results indicated that: (1) 20% of parents met with the teacher in individual conferences and 87% of the parents received progress reports; and (2) the overall mean gains on all subtests for students receiving face-to-face instruction or face-to-face instruction in combination with computer-assisted instruction were statistically significant. Recommendations include devoting additional attention to writing instruction, and making efforts to increase parents participation in the program. (Sixteen tables of data are included.) (RS)

ED 335 676 CS 212 947

Dyson, Anne Haas; Freedman, Sarah Warshauer
Critical Challenges for Research on Writing and Literacy: 1990-1995. Technical Report No. 1-B.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Mission Statements; *Research Needs; *Theory Practice Relationship; *Writing (Composition); Writing Evaluation; Writing Instruction; Writing Processes; *Writing Research

In continuing and building upon past efforts, the National Center for the Study of Writing and Literacy, in collaboration with researchers and practitioners around the world, is forging new theoretical and pedagogical directions in writing and literacy. The Center s research projects and activities aim to respond boldly and straightforwardly to the critical challenges facing educators across grade levels and curriculum areas. These challenges urge educators to move beyond the generalities of current writing theory and pedagogy. The Center aims to develop theories, research agendas, and principles of assessment and instruction that are built upon a thorough understanding of the diversity of the population and of literacy itself. To accomplish these objectives, the Center is conducting research projects and activities that address the concerns and make use of the knowledge and experience of practitioners, parents, community leaders, and employers. This integrative and collaborative approach is essential for the success of the Center and for true educational change. (A 20-page bibliography is attached.) (RS)

ED 335 868 FL 019 249

Soto, Lourdes Diaz; Negron, Lillian
Penn State s Comprehensive Bilingual Early Childhood Teacher Training Project. Results of Three Project Years, 1987-1990. Volume 1.
SPONS. AGENCY- Off'ce of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 91
NOTE- 723p.; Tables 3, 4, and 5 are illegible. Some appended materials may not reproduce legibly. There is no indication in this volume one of the possible contents of other volumes.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; Demography; *Early Childhood Education; *Educational Objectives; Interviews; Job Placement; *Limited English Speaking; Program Descriptions; *Program Evaluation; Questionnaires; Teacher Certification; *Teacher Education
IDENTIFIERS- Pennsylvania State University

The results of a bilingual teacher training project developed to serve the needs of young limited-English-proficient children are presented. The report contains a program description, a rationale for program implementation, and program goals. Particular attention is focused on the following: demographic information, goal setting, course work, field experiences, masters papers, orientations, evaluation, the field practicum, teacher certification, and job placement. Interviews with 10 teacher trainers are provided. Appended materials include sample course syllabi; a sample program brochure; program newsletters; sample Penn State commencement; certification and job placement forms; sample parent, teacher, and school district questionnaires; sample drive-in workshops; press releases; sample modules; and a commencement speech. (JL)

ED 335 536 CE 058 775

Veterans Education Outreach Program. Exemplary Projects.

PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; Federal Programs; Higher Education; Outreach Programs; Profiles; *Program Descriptions; *Program Effectiveness; Program Implementation; *Program Improvement; *Research Reports; *Veterans Education

As a result of a review of performance reports submitted by almost 400 colleges and universities receiving Veterans Education Outreach Program (VEOP) grants, 37 exemplary programs were identified by a panel of 5 professionals in veterans education and government administration. The exemplary programs selected showed consistency in staff efforts to improve the services of the VEOP program. Most institutions supplemented federal support to a great extent in all aspects of the program, and there appeared to be genuine interest, both by faculty and administration, in meeting the needs of disadvantaged veterans. The panel also found deficiencies in reporting by many other programs, including failure to reflect improvements made in the programs over the years. Recommendations were made to improve programs and performance reports by: (1) stressing qualitative and quantitative information; (2) maximizing institutional involvement and commitment to veterans services and funding; (3) locating the

office of veterans affairs in a place accessible to other services; (4) determining the effectiveness of recruitment and outreach activities and providing quantitative data to support the findings; (5) providing information on services to special populations; (6) furnishing services to veterans above the usual services to all students; and (7) and giving an indication of total percentage of veterans served on a personal basis. (Appendixes, which constitute most of the document, list and profile exemplary programs and summarize the components and strengths of exemplary programs.) (KC)

ED 335 575 CG 023 568

Baker, Thomas E.; And Others
The School Counselor: An Analysis of Post-Traumatic Stress Disorder.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Children; Elementary Secondary Education; *School Counseling; School Counselors
IDENTIFIERS- Diagnostic Statistical Manual of Mental Disorders; *Posttraumatic Stress Disorder

The prescriptive approach to treatment of post-traumatic stress disorder (PTSD) requires an accurate diagnosis. Many of the changes in the Diagnostic and Statistical Manual of Mental Disorders-III (DSM-III) and DSM-III-Revised (DSM-III-R) have proven quite helpful in the diagnosis of PTSD. The DSM-III-R includes specification of generic characteristics of traumatic stressors. The identification of symptoms are around these dimensions of stress responses: (1) re-experiencing avoidance; (2) numbing; (3) physiological arousal; and (4) the inclusion of symptoms specific to children. The next logical step, after identification, is to refine the definition of PTSD for children and adolescents and list PTSD appropriately with the other childhood anxiety disorders. This would serve the purposes of improving the diagnostic qualities and improving the research data base. The treatment of children should be individualized on the basis of the diagnostic criteria and the needs of children. This position needs to be advocated by professional counselors and therapists working with children and adolescents. A new PTSD and diagnostic procedure needs to be developed for children. The symptoms would be specifically designed for children and assigned with the other anxiety disorders listed under Disorders Usually First Evident in Infancy, Childhood or Adolescence, Chapter III, of the new DSM-IV. Research should be utilized to develop a conceptual approach that would meet the needs of children and adolescents and emphasize specific additional symptomatology. (ABL)

ED 335 615 CG 023 608

Unestahl, Lars-Eric
Mental Skills for Sport and Life.
PUB DATE- Aug 90
NOTE- 17p.; Paper presented at the Annual International Conference on Self-Esteem (1st, Asker, Norway, August 9-12, 1990). Figure 11B will photocopy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Goal Orientation; Psychological Characteristics; *Self Concept; *Self Motivation; *Sport Psychology; Success
IDENTIFIERS- *Mental Skills; Peak Performance; Sweden

The acquisition and the application of mental skills in sports and non-sport settings are discussed in this paper. The paper opens with an overview of the situation in Sweden; it is noted that 25% of the Swedish population have used mental training programs and that in the future all Swedes will have experienced such programs, since basic mental training has become part of the curriculum. The research background that led to the development of systematic mental training is discussed, focusing on the investigation of a state of awareness and consciousness appropriate for optimal change and growth and on identification of the right content for mental training. Four areas of mental skills for peak performance are identified: self-image (self-confidence, self-evaluation, and self-esteem); goal-images (knowing where to go and commitment to the goal); attitude (reality-testing and reality-interpretation); and control (to identify, produce, and control mental skills such as relaxation). Examples of sports skills and life skills training are complemented by findings from evaluations. It is concluded that, in a time where the benefits of sport are questioned by an increasing number of people, it should be important to point to the role of sport and mental training as a device for personal growth or as a model for life. Twelve references, and 14 figures illustrating the text are included. (ABL)

ED 335 696 CS 212 994

Kiefer, Barbara, Comp.

Getting To Know You: Profiles of Children s Authors Featured in "Language Arts" 1985-90.

PUB DATE- 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authors; *Childrens Literature; *Creative Writing; Elementary Education; Interviews; *Profiles; Publishing Industry; *Writing Processes
IDENTIFIERS- Illustrators; *Writing for Children

This book is a selection of profiles of children s authors featured in the journal "Language Arts" over the years. The book s 12 individual profiles highlight some of the real people who contribute to children s book publishing, provide a sample of a few of the many genres of books available for children, and give an insight into the unique experience each contributor brings to children s books and the processes involved in the creation and publishing of a work of literature for children. Authors featured in the book include: novelists Walter Dean Myers, Cynthia Voigt, and E.B. White; translator Anthea Bell; editor Jean Karl; poets Arnold Adoff, Byrd Baylor, and Lilian Moore; folklorist Alvin Schwartz; and author/illustrators Mitsumasa Anno, Arnold Lobel, and Chris Van Allsburg. (PRA)

ED 335 738 EA 023 174

Guerra, Michael J.; Donahue, Michael J.
Catholic High Schools and Their Finances 1990.
PUB DATE- 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholic Schools; *Educational Finance; Fund Raising; *High Schools; *Institutional Characteristics; National Surveys; Parochial Schools; Private Schools; *School Funds; School Organization; *School Statistics; School Support; School Surveys; Single Sex Schools; Student Characteristics; Tables (Data); Teacher Salaries

This statistical report discerns and analyzes financial trends in Catholic secondary schools. The report is based on a randomly selected and stratified (by region and size) sample of 222 responding schools out of an initial sample of 500 schools. Characteristics examined include the grade composition, near-term plans, gender compositions, administrator salaries, academic tracks, clergy/religious and lay teacher compensations, teacher organizations, pupil-teacher ratios, student characteristics, admission standards, facilities, parental involvement, finances, development program incomes, and governance/external relations. Thirty "exhibits" are used to illustrate information. The salaries and stipends of administrators and teachers have increased, and many schools have generated fairly successful, multifaceted development programs. A profile of the average Catholic high school is given in appendix A. Appendix B contains seven tables that summarize the research sample by governance, region, and enrollment. Appendix C names all the schools that participated in the study. The financial survey sent to all the schools is given in appendix D. (MLF)

ED 335 782 EA 023 261

Hofmann, Joan M.
A Collaborative Model of Induction.
PUB DATE- Apr 91
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teacher Induction; Cooperative Programs; Elementary Secondary Education; Mentors; *Participative Decision Making; Program Development; State Action; *State Programs; *Teacher Effectiveness; *Teacher Orientation
IDENTIFIERS- *Connecticut

Development and implementation processes of the Beginning Educator Support and Training (BEST) program, a teacher evaluation and support system in Connecticut, are described. Purposes of the BEST teacher induction program include facilitating the acquisition of effective teaching behaviors, supporting new teachers, and developing veteran teachers leadership skills. Program implementation and design are based on collaboration among educators, administrators, and policy makers; decentralization; shared information; and accessibility. (8 references) (LMI)

ED 335 806 EA 023 331

Gaustad, Joan
Schools Attack the Roots of Violence. ERIC Digest, Number 63.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Crime; *Crime Prevention; Delinquency; Early Intervention; Elementary Secondary Education; *Juvenile Gangs; *School Role; School Security; *Violence
IDENTIFIERS- ERIC Digests

Reports of increased violence and crime in the schools suggest that an attack on the roots of violence must accompany work to improve discipline and physical security. Suggestions for schools to actively respond to the problem are offered in this digest. Reasons for the increase of violence and for most schools reluctance to address the problem are discussed, as well as methods for teaching school nonviolence through prevention programs and early intervention strategies employed by several schools. (11 references) (LMI)

ED 335 891 FL 019 344

Gair, James; And Others
Acquisition of Null Subjects and Control in Some Sinhala Adverbial Clauses.
PUB DATE- Apr 89
NOTE- 11p.; In: Papers and Reports on Child Language Development, Number 28, p97-106, Aug 1989. For the proceedings, see FL 019 336.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adverbs; *Child Language; Foreign Countries; *Language Acquisition; Language Research; Linguistic Theory; *Singhalese; *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Sri Lanka; *Subject (Grammar)

A study investigating the acquisition of empty categories (ECs) in Sinhala, a language of the Indo-Aryan family spoken in Sri Lanka, is reported in part. The results examined here concern ECs occurring in a subset of adverbial clause types differing with regard to the kinds of null subjects they permit, including those obligatorily coindexed, i.e., "control structures." Subjects for collection of production data were 74 children acquiring Sinhala as a first language, aged 2.0 to 4.0 years. Data were drawn from utterances with various forms of one clause structure. Subjects in a test of comprehension were 169 native Sinhalese speakers aged 2 to 6 years who participated in a standardized "act-out" sentence comprehension task. The sentences involved two clause constructions. Results suggest a continuous "structure-dependence" in children s early hypotheses about the prolific ECs in Sinhala, including those involved in control structures. The fact that the children distinguished the interpretation of ECs in the full set of adverbial forms tested reflects sensitivity to the abstract structure of the forms. These findings appear consistent with a generalized control theory. (MSE)

ED 335 517 CE 058 733

Camp, William G.; Heath-Camp, Betty
On Becoming a Teacher: "They Just Gave Me a Key and Said, Good Luck ."
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Case Studies; Demonstration Programs; Educational Research; Higher Education; Literature Reviews; Models; National Surveys; Secondary Education; Teacher Attitudes; Teaching Experience; Vocational Education; *Vocational Education Teachers

The induction process for vocational education teachers was examined in a research study. A literature review indicated a growing research base illuminating the induction problems, successes, and needs of beginning teachers and other research proposing a general theory of human development. Major research activities included nominal group technique sessions and interviews; daily/weekly logs and case studies; time series data collection; national survey of beginning vocational teachers; examination of exemplary programs; and model induction assistance program. Analysis of findings indicated substantive differences in the induction experiences and needs of teachers entering vocational education from teacher education certification and alternative or vocational routes and the need for a structured induction assistance program. A model for an induction assistance program was proposed. Its 10 major components were as follows: (1) Professional Development Center; (2) Local Professional Development Coordinator; (3) detailed orientation; (4) structured mentoring program; (5) beginning teachers handbook; (6) beginning teacher peer support group; (7) systematic administrator support; (8) flexible series of ongoing inservice workshops; (9) certification coursework for alternative certification teachers; and (10) coaching in reflective teaching. Four groups involved in this collaborative effort were the local school system; state department of education; teacher education program; and professional teacher organizations. (29 references) (YLB)

ED 335 596 CG 023 589

Moriarty, Dick; And Others

The Role of Physical and Health Educators and Coaches in the Prevention of Eating Disorders.

PUB DATE- 13 Aug 91
NOTE- 34p.; Paper presented at the Annual International Conference for Health, Physical Education, and Recreation (34th, Limerick, Ireland, August 12-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Anorexia Nervosa; Athletes; *Athletic Coaches; *Bulimia; Foreign Countries; *Health Education; Higher Education; High Schools; *Prevention; *Teacher Role; Young Adults
IDENTIFIERS- Canada; *Eating Disorders

All teachers, coaches, and guidance counselors should be concerned about eating disorders as a health and life threatening illness. While no reliable research studies or statistics exist on the incidence of eating disorders among athletes and aerobic exercisers, estimates suggest that 10-20% of the female high school population and a much higher percentage of college and university female populations are involved in some form of eating disorder. Studies have shown that the incidence is much higher among children and young adults involved in activities such as dance, gymnastics, figure skating, middle distance and marathon running, swimming and diving, rowing and wrestling. Although eating disorders are generally perceived as a female adolescent problem, there are statistics that suggest that a growing number of males and young adults are also engaged in eating disorders. This document reviews the literature on eating disorders in the areas of: (1) eating disorders and sport/fitness activity; (2) sports/fitness programs and maladaptive behavior; (3) competitiveness in sport/fitness and eating disorders; and (4) sociocultural factors. Research is reviewed and books and publications on eating disorders are discussed. Over 80 references are included. (NB)

ED 335 635 CS 010 635

Decker, Barbara C.

Early Literacy Instruction with Computers and Whole Language: An Evaluation of the Writing-To-Read Computer Program with Disadvantaged Minority Children.

PUB DATE- May 91

NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Variance; *Computer Assisted Instruction; Elementary Education; Elementary School Students; Language Arts; *Minority Group Children; *Reading Instruction; Reading Research; *Reading Writing Relationship; *Whole Language Approach

IDENTIFIERS- California Achievement Tests; Metropolitan Achievement Tests; *Writing to Read Program

A study examined the effectiveness of the Writing-to-Read Computer Program in elementary school language arts education. The program is designed to teach children to read through interacting with a computer by learning sound/symbol relationships and by composing stories. First through fourth graders from predominantly black, urban schools and from a rural, racially integrated school were tested in vocabulary, reading recognition, reading comprehension, and language subtests of the Metropolitan Achievement Test, and in the reading, language, and spelling subtests of the California Achievement Test. Results indicated that the Writing-to-Read Program produced significant gains in language and spelling which hold up over time. However, it did not seem to influence reading ability. Traditionally, poor language skills have been seen as a detriment to normal development in reading yet the children in this study had strong language scores. Results also suggest that if these children had a whole language start in reading instruction beginning in kindergarten, the children s scores in reading would improve dramatically. (Three tables of data are included.) (PRA)

ED 335 717   CS 507 537

Reem-Macke, Jennifer K.
The Adult Learner in the Communication Classroom: A Selected Review and Critical Evaluation of Literature.
PUB DATE- 26 Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Classroom Communication; *College Students; *Communication Research; Higher Education; Nontraditional Students; *Speech Communication; *Student Needs; Teacher Role
IDENTIFIERS- Speech Communication Education

Noting that the adult learner is becoming an increasingly prevalent presence in the classroom, this paper presents a literature review and critical evaluation of the overall effort made by communication researchers to study the phenomenon of the adult learner in the college classroom. The paper first reviews 13 articles in 3 categories of research (special needs and characteristics of adult learners, methods for increasing teaching effectiveness relevant to adult learners, and instructional and program design for adult students) published in communication/speech journals pertaining to the adult learner in communication education and instructional communication. Following the review, the paper offers a critical evaluation of the state of applicable research published in academic communication journals, and concludes by identifying directions for future research. Seventeen references are attached. (SR)

ED 335 760 EA 023 229

Excellence in Education Management.

PUB DATE- Nov 90
NOTE- 75p.; Summary of presentations at the Whitman Award Conference (Chicago, IL, November 3, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *Change Strategies; Cultural Pluralism; *Educational Change; Elementary Secondary Education; *Management Development; Parent School Relationship; *Principals; School Business Relationship; School Community Relationship; Special Education; Staff Development

To provide an opportunity to evaluate and interpret change, explore new approaches to change and realize educational renewal within the reality of effective management, the Whitman Corporation, in cooperation with Saint Xavier College (Illinois), held a conference consisting of panel presentations by and for principals. Five panels addressed a variety of issues involving staff development to create program change, management in a multicultural environment, and utilization of parents, businesses, and community members as resources, as well as special education and secondary level reform. Two to eight questions and answers from each panel are abstracted. The Whitman Award committee, advisors, 1989 and 1990, award winners, and conference volunteers are listed. (EJS)

ED 335 827 EC 300 569

Guidelines for Physical Therapy Practice in Educational Environments in the State of Delaware.

PUB DATE- Dec 90
NOTE- 45p.; Developed by the School System Task Force. For a related document, see EC 300 573.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; Ancillary School Services; Certification; Definitions; Elementary Secondary Education; Models; Occupational Therapy; *Physical Disabilities; *Physical Therapists; *Physical Therapy; Physical Therapy Aides; Standards; *State Standards
IDENTIFIERS- *Delaware

These guidelines are intended to provide a student-focused model for integration of physical therapy services in educational environments in Delaware. Individual sections address the following: definitions; services (referral, assessment, direct, and indirect); the educational significance of physical therapy services; prioritizing physical therapy services (common pediatric diagnoses or conditions served by physical therapy, common physical therapy procedures and techniques, and establishing therapeutic priorities); acquiring physical therapy services (needs assessment of school district, employment of physical therapists, and recruitment/retention of therapists); administration of physical therapy services (design and development, supervision, therapy program evaluation); requirements and qualifications (educational requirements, state licensing requirements, and State of Delaware certification); standards of physical therapy practice (based on those of the American Physical Therapy Association); and delineation between physical therapy and occupational therapy services. Appendices include a job description of the school physical therapist and a listing of Delaware certification requirements. (DB)

ED 335 848 EC 300 590

Wentzel, Carol; And Others
Starting Off at College Right. Project STAR. Model Instruction, Retention, Transition, and Preparation Practices for Use by Instructional Programs and Departments of Disabled Student Programs and Services with 1-50 Hearing Impaired Students.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 3 Apr 89
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; College Preparation; College Programs; College Students; Community Colleges; *Deafness; Demonstration Programs; Faculty Development; *Hearing Impairments; *High Risk Students; *Intervention; Student Evaluation; *Student Personnel Services; Teaching Methods; Transitional Programs; Tutoring; Two Year Colleges

Project STAR was designed to demonstrate model instruction, retention, transition, and preparation practices for use with hearing-impaired community college students. The project consisted of a detailed student assessment, an extensive faculty inservice training component, and extensive instructional and counseling support for project students. The project identified nine students as at risk and in need of retention-intervention activities. Subjects received two semesters of counseling and support services, including biweekly meetings with a counselor, weekly peer support group meetings, interpreter and notetaker services in each course, individual or group tutoring, transition workshops, and progress reports. Results suggest that, with various academic and counseling supports, deaf college students can be retained and pass courses at rates similar to their hearing peers with similar abilities. The report describes specific problems addressed, outlines goals and objectives, provides project evaluation data and the survey instrument, and includes a bibliography of approximately 65 references. (JDD)

ED 335 915 FL 019 404

Hofer, Roberta Senner
Stories in Conversation.
PUB DATE- 91
NOTE- 22p.; In: Kansas Working Papers in Linguistics, 1991, v16; see FL 019 402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Interpersonal Communication; *Language Patterns; Language Research; Linguistic Theory; *Narration; *Story Telling; Structural Analysis (Linguistics)
IDENTIFIERS- *Conversation

Although conversational stories within one individual s corpus share the same structure, they have features that set them apart from one another. Based on the stories general characteristics and the way they function in ongoing talk, they can be identified as: (1) durable personal experience narratives (PENs), which are often repeated during the narrator s lifetime; (2) disposable PENs, told only once or twice with the structure of a narrative, then forgotten; and (3) news stories, about events current in the narrator s life. PENs are told in the first person; news stories may be told in the first or third person. Durable PENs develop a stable pattern and are recalled as a complete unit. Disposable stories never develop a pattern, are characterized by many hesitations, and many include unnecessary details. All story types overlap to some degree. Durable PENs are generally preceded by an abstract or preface, but disposable stories have no preface and therefore no easy transition from conversation to narrative. News stories may have abstracts that change speech events from conversation to narrative, but the abstract fits into the conversation differently and may be very abrupt. A structural analysis of a durable PEN, transcription guide, and brief bibliography are appended. (MSE)

ED 335 938 FL 019 428

Dogancay, Seran

"Your Eye Is Sparkling": Formulaic Expressions and Routines in Turkish.

PUB DATE- 90
NOTE- 17p.; In: Penn Working Papers in Educational Linguistics, Volume 6, Number 2; see FL 019 424.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Beliefs; Cultural Traits; Discourse Analysis; *Idioms; *Language Patterns; *Oral Language; Proverbs; *Social Values; *Turkish; Uncommonly Taught Languages

There are certain pre-coded (formulaic) utterances conventionally triggered by certain communication situations, and their use is expected and deemed appropriate because they are seen as part of everyday politeness formulas. Lack of an English equivalent indicates cultural differences governing their use. Some routines are taught explicitly and their use is prompted by adults in socializing children. These expressions are part of every competent speaker s repertoire, and include proverbs, idioms, greetings, apologies, thanks, and leave-taking. Turkish is rich in formulaic expressions, both spoken and written, evidenced in proverbs, idioms, and one-word formulas serving different functions in different contexts. A study investigated the structure and function of such routines in Turkish in naturally-occurring and filmed conversations of a variety of individuals. Subjects were equal numbers of males and females aged 30-55. Only two of the formulaic expressions identified were proverbs; the remainder were pragmatic idioms. Analysis indicates that the expressions were used as politeness devices, helping the conversation progress smoothly. It is concluded that the study of prefabricated, routinized expressions can reveal both a substantial part of the native speaker s communicative competence and the values and beliefs of the society. A 31-item bibliography is included. (MSE)

ED 335 459 CE 058 570

Edwards, Linda R.
An Annotated Bibliography on Microcomputers in Secondary Business Education: The School-Business Partnership.
PUB DATE- 6 Jun 91
NOTE- 54p.; Research Project, Indiana University at South Bend. Weak type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Advisory Committees; Annotated Bibliographies; *Business Education; Business Education Teachers; *Employment Qualifications; Entry Workers; Job Skills; Job Training; *Microcomputers; *School Business Relationship; Secondary Education; Teacher Education; Technological Advancement
IDENTIFIERS- IBM PC Compatibles; IBM Personal Computer

Literature concerning microcomputer usage in business education programs within secondary schools, teachers attitudes toward microcomputer use in the classroom, and employment needs of the business community in computer and related occupations was examined. By comparing microcomputer use and employment needs, the study attempted to determine whether the curricula were providing students with the skills that businesses need. The 50 study annotations are divided into three main areas: (1) uses of microcomputers in secondary business education; (2) the knowledge, skill, and attitudes of teachers toward microcomputers and various computing issues; and (3) employment needs of the business community in computer and related occupations. Results indicate that most secondary business education programs were teaching the technological skills that enable students to secure entry-level, computer-oriented jobs in businesses. Cooperative efforts between the private sector and the education community need to be increased in order to provide education for employment. Three recommendations are offered: (1) an employer/school advisory committee should be established for business education curriculum development; (2) business education teachers should update their knowledge and skills in actual office settings; and (3) more IBM and compatible computers should be made available for business education use. (Fifty-five references are included.) (NLA)

ED 335 478 CE 058 597

Nore, Gordon W. E.

Clear Lines: How To Compose and Design Clear Language Documents for the Workplace.

PUB DATE- 91

NOTE- 87p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Adult Literacy; Adults; Curriculum Guides; Foreign Countries; *Job Skills; Reading Difficulties; Reading Skills; Writing Exercises; *Writing Improvement; *Writing Skills

IDENTIFIERS- Canada; *Workplace Literacy

Based on a series of clear lines workshops, this guide about clear language in the workplace was written for people concerned about literacy and clear communication at work. The materials and activities help not only people with reading problems to design documents, memos, letters, and bulletins, but help, also, people who read well. The guide s four main sections deal with the following topics: (1) literacy in Canada and the importance of clear language; (2) the basic principles of clear writing; (3) clear design; and (4) the clear writer goes to work. Each section contains a statement of purpose, a list of subtopics, writing samples before and after clear writing, and a review of the section. The following resources are included: (1) samples of unclear writing; (2) a list of simplified words and phrases; (3) further reading on literacy and clear language; (4) other sources of information on clear language; (5) other clear lines resources; and (6) readability estimates of sample documents. Five references are included. (NLA)

ED 335 497 CE 058 655

Business Mathematics Curriculum.

SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Bookkeeping; *Business Education; Business Skills; Career Choice; Career Education; Competence; Competency Based Education; Computer Software; *Course Content; Evaluation Methods; Learning Activities; *Mathematical Applications; Mathematics Curriculum; *Mathematics Instruction; Occupational Information; Postsecondary Education; State Curriculum Guides; Student Evaluation; Units of Study; *Vocational Schools
IDENTIFIERS- *Business Mathematics; Connecticut

This curriculum guide for teaching business mathematics in the Connecticut Vocational-Technical School System is based on the latest thinking of instructors in the field, suggestions from mathematics authorities, and current instructional approaches in education. The curriculum guide consists of six sections: (1) career relationships and requirements; (2) instructor s goals; (3) competencies expected of students; (4) correlations with the common core of learning (matrix); (5) personal goals for students; and (6) course outline (11 units containing student competencies and essential content, suggested activities, and suggested assessment approaches). Units cover these topics: basic mathematics skills workshop; personal business mathematics; checking and savings accounts; cash purchases/charge accounts/credit cards/loans; auto transportation/housing costs; insurance/investments/recordkeeping; business expenses; purchasing and sales; marketing/warehousing and distribution/services; accounting and accounting records; and financial and information management. Appendixes list 22 suggested software items, a recommended textbook, and a reference source. (KC)

ED 335 556 CE 058 839

Bottoms, Gene
What Have We Learned? Update on the SREB State-Vocational Education Consortium.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Achievement; *Academic Education; *Basic Skills; Curriculum Development; Educational Improvement; Educational Needs; Educational Practices; Futures (of Society); *Integrated Curriculum; Secondary Education; Skill Development; *Teacher Expectations of Students; *Vocational Education
IDENTIFIERS- Southern Regional Education Board

After 2 years of promoting more integration of academic and vocational curriculums, the Southern Regional Education Board identified 15 educational practices that may raise the basic competencies of vocational students: (1) positive practices can be collected and implemented; (2) vocational completers from pilot sites requiring competency tests have performed better than expected in reading and mathematics; (3) students learn significantly more competencies in some schools than in others; (4) expectations affect performance; (5) students had higher reading scores in sites where teachers required them to read for learning; (6) students have higher mathematics scores if they take higher-level courses and apply the skills; (7) students have higher science scores if they take laboratory science courses and if learning progresses from concrete to abstract; (8) the courses students choose are more important in advancing their achievement than the number of credits they accrue in a given field; (9) students learn more when vocational teachers stress academics; (10) at least one-half of students in vocational education say too little is expected of them; (11) higher achieving pilot sites have more students pursuing a coherent and rigorous sequence of vocational and academic courses; (12) many vocational students can master higher-level concepts when they are taught through applications; (13) consensus about the purpose of vocational education should be reached; (14) closing the academic-vocational gap requires communication between teachers; and (15) vocational teachers should spend more time reinforcing reading and writing skills. (KC)

ED 335 657 CS 010 679

E.C.I.A. Chapter 1 Children s Art Carnival Creative Reading Program 1989-90. OREA Report.
PUB DATE- 91

NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Creative Activities; Educational Research; Elementary Education; *Interdisciplinary Approach; Program Descriptions; Program Effectiveness; Program Evaluation; *Reading Instruction; *Writing Instruction
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; New York City Board of Education

A study described the 1989-90 Chapter 1 Children s Art Carnival Creative Reading program, and assessed the effectiveness of its implementation. The program s primary purpose was to improve literacy through participation in creative arts activities coordinated with instruction in reading and writing. The program served 310 elementary school students at 6 sites in New York City (in Manhattan, Queens, and the Bronx). Data included observations of the program s activities and standardized tests. Results indicated that: (1) the program functioned well on a day-to-day basis; (2) students in grades 2 and 3 surpassed the program s criteria for success in the number of new reading skills mastered; (3) students in grades 2 through 5 made significant gains in reading skills; and (4) approximately two-thirds of the program participants increased writing proficiency, surpassing the program s criteria for success. Recommendations to improve the program include improving the relationship between program and school staff, facilitating teamwork between program staff, continuing to "rework" the program, focusing on lower grade levels, continuing to pursue parental participation, and supporting secondary sites. (Ten tables of data are included; a description of the collection and scoring of students writing samples is attached.) (RS)

ED 335 677 CS 212 949

Hull, Glynda; And Others
Remediation as Social Construct: Perspectives from an Analysis of Classroom Discourse. Technical Report No. 44.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 35p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- Classroom Communication; Classroom Research; *Cultural Context; Discourse Analysis; Higher Education; *Remedial Instruction; *Remedial Teachers; *Social Attitudes; Teacher Attitudes; Teacher Behavior; *Teacher Expectations of Students; *Writing Instruction

This paper examines remediation as the product of perceptions and beliefs about literacy and learning. It illustrates some ways teachers inadvertently participate in constructing inaccurate and limiting notions of learners as being cognitively defective and in need of "remedy," and thus limit classroom learning. It combines an empirical, fine-grained analysis of classroom discourse with broader historical and cultural analyses. The paper considers ways to examine these limiting basic assumptions, building, from a different ground, notions about students abilities and the nature of literacy learning. The paper s first section analyzes closely a 50-minute classroom lesson on writing conducted in a remedial classroom at an urban college led by a highly rated teacher committed to her teaching. This section examines the class conversation in terms of its interactional patterns and the kinds of classroom discourse such patterns allow, and looks closely at one student, detailing the interactional processes that contribute to her being defined as remedial. The paper s second section examines the cultural context of school failure, noting the long history in American education of perceiving and treating low-achieving children as if they were lesser in character and fundamental ability. The paper s third section discusses four suggested means (remembering teacher development, attending to classroom discourse, making macro-micro connections, and rethinking the language of cultural difference) for teachers and researchers to examine their assumptions about remediation and remedial students. (Four figures containing transcripts of classroom discussions are included: there are 60 references and a transcription key. (Author/RS)

ED 335 697 CS 212 995

Ediger, Marlow
Creative Writing and the Middle School Student.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creative Activities; *Creative Writing; *Creativity; Intermediate Grades; Junior High Schools; Language Arts; Middle Schools; Personality Traits; *Teacher Role; Writing Exercises
IDENTIFIERS- *Middle School Students

Emerging adolescents should have ample opportunities to present creative ideas in written form. Some generalizations may be helpful in identifying and understanding the creative student. Creative people have been found to possess the following traits (Iris Tiedt, 1983): nonconformity of ideas, egotism and feelings of destiny, great curiosity, a sense of humor and playfulness, perseverance on self-started projects, intense emotions and sincerity, a tendency to be shy, and lack of rigidity. An emerging adolescent who lacks rigidity in writing is open to new ideas and experiments with the original, the novel, and the unique. Joy, which comes from an intrinsic desire to create and to communicate, is inherent in the ongoing and completed written product. Interest in writing is intense, and meaningful experiences are communicated. Motivation to achieve, develop, and grow is sequential and continuous. The creative middle school teacher sets the stage, provides readiness experiences, and stimulates and encourages emerging adolescents to appreciate and intrinsically value creativity in school and in society. (SR)

ED 335 739 EA 023 194

Lillesve, Mary

Staff Development: A Research-Referenced Planning Guide.

PUB DATE- 90
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; Guidelines; *Inservice Education; *Long Range Planning; Management Development; Models; *Professional Development; *Staff Development
IDENTIFIERS- *Minnesota

Information to help local school districts in Minnesota plan for and use revenue reserved for staff development is provided in this research-referenced planning guide. Following the introduction, chapter 2 focuses on decision-making aspects of staff development and offers a conceptual model of decision-making choice points in the planning process. Conceptual and procedural tools are described in chapter 3, which also discusses instructional theory, adult learning and development, educational change and implementation, and educational administration. Aspects of strategic, process, and logical decision making are also outlined. Chapter 4 explains how to use the research base, offering figures, tables, and charts for applying concepts to practice. Sixteen figures are included; appendices contain criteria for inservice programs and checklists for conference and inservice activity planning. (66 references) (LMI)

ED 335 783 EA 023 262

Griego-Jones, Toni
Chicago School Reform: From the Inside Out.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; Ethnic Groups; Institutional Characteristics; *Policy Formation; Power Structure; *Program Implementation; *School Community Relationship; School Organization; *School Restructuring
IDENTIFIERS- *Chicago Public Schools IL

An account of the first year of Chicago s school reform effort as experienced in a predominantly Hispanic school is presented. The ethnicity of actors in each level of the restructuring effort is examined to develop an organizing framework to explain how interaction between these "layers" influences policy making and program implementation. Methodology involved interviews with school personnel, parents, administrators, and community groups; a teacher survey; and observation. Findings indicate that despite decentralization efforts, a gap exists between school level participants and the central administration. Reform processes and outcomes are influenced by different levels of groups, individual school context, and degree of ethnic diversity. Because policy implementation is a combination of actors, their needs and issues, and relationships with the larger context, the entire chain must be studied to develop a comprehensive picture of reform. Communication, connecting community organizations, family participation, and an interactive principal are needed for successful program implementation. One table is included. (14 references) (LMI)

ED 335 807   EC 300 047

Wilson, Jimmie Joan
Parents and Teachers: Foes or Allies?
PUB DATE- Aug 90
NOTE- 8p.; Paper presented at the International Conference on the Education of the Deaf (Rochester, NY, July 29-August 3, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Hearing Impairments; *Parent Role; Parent School Relationship; *Parent Teacher Cooperation; *Teacher Role; *Teamwork

A mother of two adopted deaf sons, who is also a faculty member at the National Technical Institute for the Deaf, explores the roles of parents and teachers in forming an educational team. The paper aims to help educators understand the difficulties faced by parents of deaf children. The paper s 15 considerations in the relationship between parents and teachers include: (1) remember that teachers choose to work with deaf children, but parents did not choose to have deaf children; (2) get acquainted with the family or home situation of the child; (3) don t assume the parents know much about deafness; (4) parents are not to blame for all their children s difficulties; (5) be aware of the ramifications of the various communication methodologies before pushing a "pet" one onto parents; (6) try to help parents learn the communication mode preferred by the child; (7) parents can help teachers get what they think a child needs, and can help teachers meet their own needs as well; (8) give parents good news more often than bad news; (9) help integrated deaf children and their parents get to know deaf adults or at least older deaf students; (10) give parents information about the child s program in writing; and (11) help parents to see that equal access and equal opportunity also mean equal responsibility. (JDD)

ED 335 869 FL 019 322

Janopoulos, Michael
Using Written Recall Protocols To Measure Aspects of Holistic Assessment of Second Language Writing Proficiency: The Effect of Task Awareness.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *English (Second Language); Higher Education; Holistic Approach; Interrater Reliability; *Language Proficiency; Language Teachers; *Language Tests; Reading Comprehension; *Recall (Psychology); *Scoring; Second Language Instruction; *Writing Skills; Writing Tests

Holistic scoring is widely used to assess writing proficiency in English-as-a-Second-Language (ESL) composition. Written recall protocols have recently been used to investigate the relationship between how much holistic scorers comprehend of a given text and how high they rate the quality of that text. This study investigated whether readers approach a holistic evaluation task differently when they are focused (i.e., aware they will also be tested for comprehension) from when they are naive (i.e., unaware), Subjects were 12 college ESL composition teachers experienced in holistic assessment of writing proficiency. Each read, rated, and recalled one of two texts, then repeated the cycle with the other text. One text was superior to the other. Focused raters recalled significantly more overall but were unable to recall more of the better-written text. It is concluded that recall studies of the holistic reading process should use naive subjects to avoid the interference of an ensuing recall task. It is also suggested that insights into the holistic reading process can support, extend, and, to some extent, reconcile various general reading process/comprehension models. (MSE)

ED 335 537 CE 058 776

Singleton, Ollie L.
Continuing Education Needs Assessment and Participation Considerations of MBAs.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Blacks; *Business Administration; *Continuing Education; *Educational Needs; Job Skills; *Masters Degrees; Motivation; *Needs Assessment; Participant Satisfaction; Participation; Postsecondary Education; *Professional Development; Professional Personnel; Self Evaluation (Individuals)

An assessment was made of the individual and group needs for continuing education and development of business-oriented professionals who hold the Masters in Business Administration (MBA) degree. The needs were those perceived and felt by 95 members of the Central New Jersey Chapter of the National Black MBA Association. Data from a pretest to gather qualitative input were used to formulate the survey, a self-administered questionnaire to gather quantitative data. Fifty-one completed questionnaires were received. Participants gave generally high ratings to the priority, availability, and effectiveness of continuing education in their organizations. They placed a high degree of importance on their employer s substantial contribution to their continuing education opportunities/endeavors. Professional association-sponsored educational activities were ranked highest. They favored activities--conferences, workshops, and seminars--that allowed for collegial interaction. The mean need in all seven competency clusters was generally low, indicating that MBAs were keeping pace rather well with a complex world of technology, new knowledge, and vast amounts of information. Participants indicated a need for political skills. Pay raises and job security were the most important forms of recognition. (A 28-item bibliography is appended.) (YLB)

ED 335 576 CG 023 569

Dixon, David N.; And Others

Dysfunctional Cognitions and Marital Satisfaction: A Multidimensional Analysis.

PUB DATE- Aug 91
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Evaluation Methods; Marital Instability; *Marital Satisfaction; Marriage Counseling; Predictor Variables; Spouses; Test Validity

The role of cognitions in marital relationships has received increasing attention. Specific beliefs about marital relationships have shown consistent correlations with overall marital satisfaction. As a measure of dysfunctional beliefs about intimate relationships, the Relationship Belief Inventory provides five dysfunctional beliefs scores. This study extended research in the area of unrealistic beliefs and marital satisfaction in two ways. The first was the development of an additional measure of Beliefs About Relationship Change. The second focus of this research was the use of a multidimensional measure of marital satisfaction in response to the call for mapping of different beliefs and different domains of marital interaction/satisfaction. Married couples (N=36) participated in the study. Multiple regression procedures showed that: global marital distress is predicted by dysfunctional beliefs that the included partners are unable to change, disagreement is destructive, and the sexes are dramatically different. The Beliefs About Relationship Change Inventory demonstrated preliminary promise as a measure of dysfunctional beliefs and the pattern of correlations supported the need for continued efforts to identify between specific beliefs and areas of marital distress. The application of cognitive models to marital problems is a promising area for increasing the effectiveness of martial therapy. (Author/ABL)

ED 335 616 CG 023 609

Cottle, William E.

Improving Communications between Parents and Teachers of Middle School Age Students by the Use of the Telephone and Other Techniques.

PUB DATE- 91
NOTE- 84p.; Ed.D. practicum report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Elementary School Students; *Grade 6; *Homework; Intermediate Grades; *Interpersonal Communication; *Middle Schools; Parent Participation; *Parent School Relationship; Program Effectiveness; *Telephone Communications Systems

This practicum was designed to improve communication among parents, teachers, and sixth-grade students who were housed in an elementary building due to school crowding. A telephone answering machine allowed students and parents to access information about homework, classwork, and upcoming events during evening hours. Additional parent outreach efforts were made by the teacher, including introductory telephone calls to parents, drop-in conference time, and solicitation of parent classroom volunteers. A system of recorded telephone messages for parents and students was developed. Parents and teachers were surveyed regarding existing parent-teacher communication and forms were prepared to enhance such communication. Students (N=26) and parents (N=26) were surveyed to analyze the effectiveness of these interventions. Analysis of the data showed that both parents and students found the telephone communication system to be helpful. Students utilized this system more frequently than did parents. According to teachers, students showed an increased frequency of homework completion as a result of this intervention. Of 26 parents, 25 indicated that they were satisfied with the amount of parent-teacher communication. However, 16 parents did not indicate that they had spent over 20 minutes talking with the teacher, despite the fact that each parent was contacted early in the year by telephone and invited to at least two evening conferences. Appended are copies of surveys of parents and students for the weeks of June 11, 1990 and May 20, 1991; an announcement of the initiation of the parent/pupil assistance line; the parent telephone directory; and a letter of solicitation of parent volunteers. (ABL)

ED 335 718 CS 507 539

Lederman, Linda Costigan

First You Have To Get Their Attention: A Case Study of an Alcohol Awareness Campaign Designed for and by College Students.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- May 91

NOTE- 21p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Alcohol Education; Case Studies; *College Students; Drinking; Experiential Learning; Higher Education; *Simulation; *Student Attitudes; Student Projects

IDENTIFIERS- *Collaborative Learning; Rutgers the State University New Brunswick NJ

An alcohol awareness campaign was designed and implemented as a collaborative effort between communication majors at Rutgers University participating in an organization simulation and a prevention specialist from the Center for Alcohol Studies. College seniors participating in a semester-long organizational simulation called Lindlee Enterprises designed the "RU Aware?" campaign to modify the existing image of alcohol as a medium for personal and social fulfillment. The simulation began at the beginning of the semester with a training period during which positions were assigned. Later, Lindlee conducted an employee (student) survey on alcohol awareness. Jobs assigned to the students included promotion and production, research, training, fundraising, and personnel. The students distributed newsletters and information sheets, and participated in such activities as a Mocktail party. In addition, they developed a hotline, the response rate of which exceeded the use of an official health hotline at the university. The students had to learn about excessive alcohol use to design the campaign, and what started out as a campaign for others came to have personal significance to those working on it. The experiences of the students in this case study suggest that students can be provided with information, and that information is power. (Twenty-four references are attached.) (PRA)

ED 335 761 EA 023 233

Bowman, Clay; And Others
Making the Best of State-Mandated At-Risk Criteria.

PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Discriminant Analysis; Dropout Characteristics; Dropout Rate; Elementary Secondary Education; *Evaluation Criteria; *High Risk Students; *Potential Dropouts; *Predictor Variables
IDENTIFIERS- *Houston Independent School District TX

Findings from a study designed to evaluate the Houston Independent School District s (HISD) program for identifying students at risk of dropping out are presented in this report. In the 1988-89 school year HISD employed a scheme of four state-mandated criteria for identifying at-risk students, and this scheme s performance in predicting actual dropouts is assessed. Also examined are four alternative methods for stratifying the identified at-risk populations into groups that can be ranked according to within-group dropout rate. These methods are explored as possible ways to improve dropout prediction accuracy and consequently to identify a priority group for intervention purposes. Results show that in terms of annual dropouts, the state-mandated criteria overidentify students as potential dropouts and fail to identify many potential dropouts. The highest degree of predictive reliability was obtained by individual examination of the 15 combinations of the 4 criteria. The recommendation is made to explore further methodologies for making the best use of the criteria and to expand the list of at-risk criteria. Eight tables are included. (LMI)

ED 335 828 EC 300 570

Special Education Effectiveness Development System (SEEDS), 1989-1990 Report.
PUB DATE- Feb 91
NOTE- 55p.; Tables and charts may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Education Work Relationship; Elementary Secondary Education; Evaluation Methods; *Long Range Planning; *Models; *Program Effectiveness; *Program Evaluation; Program Implementation; Quality of Life; Self Evaluation (Groups); *Special Education
IDENTIFIERS- *Delaware

This evaluation report of special education in the State of Delaware consists of three parts: (1) a position paper that summarizes the conceptual and philosophical basis for the evaluation system; (2) a profile of first year evaluation findings; and (3) a draft of the Long Range Implementation Plan. The evaluation model considers process, resources, and program indicators. The position paper explains the 10 assumptions underlying the model. The profile section evaluates four areas: (1) development of academic, vocational, and behavioral skills; (2) effective transition from school to the adult community; (3) the quality of post-school life; and (4) satisfaction of the stakeholders with the programs and services. The profile first presents demographic data, then reports results (with graphs and tables as well as narrative) of evaluation of each of the four areas. The long range plan addresses six components of the evaluation system and identifies proposed activities. The components are: consensus building on effectiveness; development and maintenance of the "pulse-taking" system; the process for data-based decision making; in-depth studies of special issues; self-evaluations by the Exceptional Children/Special Programs division; and self-evaluations by local education associations. (DB)

ED 335 849   EC 300 591

Goldman, Harvey; Intriligator, Barbara A.

A Profile of State Interagency Efforts for Children with Special Needs and Their Families.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Jul 88
NOTE- 102p.; For a related document, see EC 300 592.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); *Agency Cooperation; Case Studies; Children; Coordination; Decision Making; *Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Local Government; Preschool Education; Public Agencies; Residential Programs; Staff Role; *State Government; State Programs
IDENTIFIERS- Education of the Handicapped Act 1986 (Part H)

This report presents findings from a study of the ways in which interagency efforts by State and local government agencies influence accessibility of services for children with handicapping conditions and their families. The research was designed as a case study of a mid-Atlantic State that has a wide range of demographic characteristics. Thirty state personnel involved with planning or programs for children with handicaps and their families were interviewed, and information from documents and meetings was examined. The organizational conditions and interpersonal relationships that determine whether an interagency effort is cooperative, coordinative, or collaborative are described in terms of the following features: interagency objective, interagency policies, interagency structure, resources, loyalty to the interagency effort, procedures to establish agreement, decisionmaking processes, and roles of key personnel. Three state interagency committees were studied: the State Coordinating Council for Residential Placement, the Interagency Planning Committee for Children, and the Interagency Coordinating Council. The report concludes with a discussion of the implications of study findings for interagency efforts associated with Part H of Public Law 99-457. (Nine references) (JDD)

ED 335 892 FL 019 345

Galvan, Dennis

A Sensitive Period for the Acquisition of Complex Morphology: Evidence from American Sign Language.

PUB DATE- Apr 89

NOTE- 9p.; In: Papers and Reports on Child Language Development, Number 28, p107-114, Aug 1989. For the proceedings, see FL 019 336.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Sign Language; *Child Language; *Deafness; *Language Acquisition; Language Research; *Learning Processes; Linguistic Theory; *Morphology (Languages); Native Speakers; Time Factors (Learning); Verbs

A study investigated acquisition of three independent yet simulatneously produced morphological systems in American Sign Language (ASL): the linguistic use of space, use of classifiers, and inflections for aspect, all information incorporated into the production of a sign. Subjects were 30 deaf children with severe or profound prelingual hearing loss: four groups of native signers (ages 3, 5, 7, and 9) and two groups of late signers (ages 5 and 9, introduced to signing at age 2-4), each containing five children. Subjects looked through and then signed a story from a picture book. Their performance in using seven morphologically complex verbs was analyzed. Results showed striking differences between native and late signers on all measures relating to the internal complexity of the analyzed verbs, while measures unrelated to internal complexity did not show the same kind of qualitative differences. The pattern of development found indicates that the native signers use the morpheme as their basic linguistic unit of analysis, while late signers use the lexical item itself. This difference does not exist at the sentence level. The findings support claims that late signers treat signs as gestalts rather than as independent, simultaneously-produced systems and experience impaired later morphological development. (MSE)

ED 335 939 FL 019 429

Okushi, Yoshiko
Misunderstood Efforts and Missed Opportunities: An Examination of EFL in Japan.
PUB DATE- 90
NOTE- 9p.; In: Penn Working Papers in Educational Linguistics, Volume 6, Number 2; see FL·019 424.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Communicative Competence (Languages); *Curriculum Design; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; *Language Patterns; Language Research; Language Teachers; Second Language Instruction; *Sociolinguistics; Teacher Attitudes; Teacher Education
IDENTIFIERS- *Japan

A study investigated whether sociolinguistic rules are taught as part of instruction in English as a Second Language in Japan. It was determined that of three types of institutions in which English is taught, the private language institutes offer far better language instruction than public schools or universities, and that some of the instructors have training in sociolinguistics. Examination of several Japanese-English textbooks for junior high school students revealed that the materials were prepared in grammar-oriented sequences, and that the dialogues provided were often artificial, without overt consideration for rules of speaking. Textbooks used at the private language institutes were also felt to have questionable authenticity and utility in their subject matter. Professors at two national Japanese universities, interviewed concerning the sociolinguistics training of Japanese English teachers, acknowledged the importance of sociolinguistics in language teaching despite the fact that there was no systematic teaching in this field in either institution. Without knowledge of rules of speaking, misunderstandings, sometimes with profound effects, are inevitable. Japanese learners of English have difficulty developing good relationships with native speakers because they miss opportunities to promote further interaction. (MSE)

ED 335 518 CE 058 735

Osman-Gani, A. Ahad M.; And Others

Working in Groups: Selected Research Abstracts. Training and Development Research Report.

PUB DATE- Sep 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Goal Orientation; *Group Behavior; *Group Dynamics; *Group Experience; Groups; *Job Performance; *Productivity

This report contains abstracts of 20 selected research studies related to individuals working as a group to achieve a goal. Each abstract consists of these components: author(s) or researcher(s); title; source (journal citation); purpose of the research; participants; method; results; and discussion. In general, the studies show that working in groups can improve the performance of individuals and the group. The report is intended to help guide human resource development professionals in their efforts to design more productive work systems. (YLB)

ED 335 636 CS 010 636

Looking at How Well Our Students Read: The 1992 National Assessment of Educational Progress in Reading.

PUB DATE- Jul 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Elementary Education; Evaluation Methods; *National Programs; *Reading Achievement; Reading Research; *Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress

This pamphlet provides current information about the 1992 National Assessment of Educational Progress (NAEP) in Reading. In addition to describing the purpose and goals of the NAEP, the pamphlet discusses the reasons for assessing reading, the 1992 NAEP in Reading (including recent changes), the guidelines used to create a framework for reading assessment, what the 1992 NAEP in Reading will examine, and how the results will be used. In addition, the pamphlet describes special studies to be conducted as part of the 1992 Reading Assessment. Distinctive features of the 1992 Reading Assessment are also listed. (PRA)

ED 335 784 EA 023 263

Danzig, Arnold B.

The Usefulness of State-by-State Comparison and Other Education Indicators to Policymaking: An Example from Arizona.

PUB DATE- 90

NOTE- 31p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Comparative Analysis; *Data Analysis; *Data Interpretation; Elementary Secondary Education; *Evaluation Criteria; Information Utilization; Policy Formation; Research Reports; *State Norms; Technical Writing

IDENTIFIERS- *Arizona; *Educational Indicators

The usefulness of state-by-state comparisons and other educational indicators is discussed in this paper, which seeks to improve report writing and data presentation skills. The first part offers an example of a policy report that uses key education indicators to describe the Arizona education system. Tables and data interpretation describe the system s size and diversity, fiscal resources, and student performance. The second part explains the policy analysis report process and how researcher values influence the interpretation and presentation of data. Problems in interpreting state rankings of student achievement are discussed. A conclusion is that state rankings help to reveal system strengths and weaknesses, shape dialogue and research questions, and ensure financial support for schools. Fourteen tables are included. (50 references) (LMI)

ED 335 870 FL 019 323

Viaggio, Sergio

Can Literary, Nay, Poetic, Translation Be Taught? A Conference Interpreter Thinks So.

PUB DATE- 91

NOTE- 17p.; Paper presented at the First Language International Conference (Elsinore, Denmark, May 31-June 2, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; Cultural Differences; Higher Education; *Interpretive Skills; *Literary Styles; *Literature Appreciation; *Poetry; Spanish; *Translation

One professional translator s experiences in teaching a course on the problems of English/Spanish literary translation, using a number of Spanish and Russian poems and short stories and their different kinds of translations for texts are discussed. The process of analyzing the literature for translation difficulties is outlined, as well as specific issues relating to word usage, meter, rhyme, and cultural differences. Russian poems were used to illustrate the significance of meter in translating appropriately. The focus is on accurate translation of the sense of the text without sacrificing style. Portions of the report are transcripts of classroom discussion. At the end of the course, the students were asked to back-translate some British poems from their Spanish translations into the original English. (MSE)

ED 335 916 FL 019 405

Meehan, Teresa
It s Like, "What s Happening in the Evolution of Like?": A Theory of Grammaticalization.
PUB DATE- 91
NOTE- 16p.; In: Kansas Working Papers in Linguistics, 1991, v16; see FL 019 402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Diachronic Linguistics; Discourse Analysis; *Grammar; *Interpersonal Communication; *Language Patterns; Language Research; *Language Variation; Linguistic Theory; *North American English; Semantics

In standard American English, the word "like" has several senses associated with it, the earliest of which dates to the 14th century. Some meanings reflect recent developments in the language and suggest that the lexical aspects of the word are changing toward a more grammatical function. Analysis of historical information and data collected in conversational discourse suggests that the older meanings have a more limited scope, and the newer meanings are therefore able to contain more of the proposition that is relative to a more general meaning. As the word s scope becomes broader, the semantic content becomes more general. In the early stages of grammaticalization, the meaning of the lexical item gradually becomes bleached, and an impoverished form emptied of semantic specificity results. "Like" appears to be in the early stages of grammaticalization because the various lexical meanings that have survived over time now co-exist with newer, more generalized forms. A brief bibliography is included. (MSE)

ED 335 940 FL 019 430

Williams, Jessica
Discourse Marking and Elaboration and the Comprehensibility of Second Language Speakers.
PUB DATE- 90
NOTE- 19p.; In: Penn Working Papers in Educational Linguistics, Volume 6, Number 2; see FL 019 424.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; *English (Second Language); Error Patterns; *Foreign Students; Higher Education; Introductory Courses; Korean; Language Research; Language Styles; Mandarin Chinese; Morphology (Languages); Native Speakers; Second Language Instruction; *Second Languages; *Speech Skills; Syntax; *Teaching Assistants; Uncommonly Taught Languages; Videotape Recordings
IDENTIFIERS- University of Illinois Chicago

An examination was conducted of the planned and unplanned speech of 24 native speakers of Mandarin and Korean who were serving as teaching assistants at the University of Illinois at Chicago. Each was videotaped on two occasions two weeks apart in a preparation course for international teaching assistants (ITAs), in which instruction in the use of discourse markers was a major focus. On the first occasion, the subjects pre-selected a concept or specific problem anticipated in an introductory course and prepared a presentation on it. On the second occasion, the subjects were given a list of 10 topics and had 3 minutes in which to prepare a presentation on one of them. For comparison, the responses of five native-English-speaking teaching assistants to questions posed to them were examined. Discourse features examined in all instances included definition, example/illustration, restatement/rephrasing, identification/naming, introduction/new topics, and summary/review. The ITAs planned discourse was found to contain more elaborate marking and more of it, than the unplanned discourse. Native speakers did not do more marking than ITAs, contrary to expectation. However, raters understood the native speakers more easily, suggesting native speakers have other ways of making discourse comprehensible. A 32-item bibliography is included. (MSE)

ED 335 963 FL 019 555

Young, Dolly J.

Language Anxiety from the Foreign Language Specialist s Perspective: Interviews with Krashen, Omaggio Hadley, Terrell and Rardin.

PUB DATE- Mar 91
NOTE- 39p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Indianapolis, IN, March 21-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Communication Apprehension; Interviews; *Language Skills; Listening Skills; Reading Skills; Second Language Instruction; Second Language Learning; *Second Languages; Speech Skills; *Stress Management; *Student Attitudes; Writing Skills

The responses of four scholars in the field of second language education to questions about language anxiety in second language learners are presented. The four respondents were Stephen Krashen, Alice Omaggio Hadley, Tracy Terrell, and Jennybelle Rardin. The formats of the interviews included telephone interviews on questions presented beforehand, a personal interview, and responses made in writing. Although a variety of questions were asked, only four are discussed here. In response to the first, the interviewees discussed whether there are positive aspects to anxiety in the language learning context. The second question asked whether language learners experience an equal amount of anxiety in all four skill areas. In the third question, respondents were asked to identify ways in which learners might express their anxiety in the classroom. The final question asked for effective anxiety management strategies. The texts of answers to each question are presented together, and a brief summary analysis of the responses is also presented. A 41-item bibliography is included. (MSE)

ED 335 985 HE 024 784

Jones, Elnetta Griffin; And Others
Guidebook for Advising Undeclared Majors, 1991-1992.
PUB DATE- 91
NOTE- 226p.; Portions contain small/marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Advising; *Career Guidance; Career Planning; College Curriculum; Counseling Services; *Course Selection (Students); *Credit Courses; Decision Making; *Degree Requirements; Elective Courses; Guidelines; Higher Education; *Majors (Students); Occupations; Postsecondary Education; Required Courses; Student Financial Aid; Student Interests
IDENTIFIERS- *Shippensburg University PA

This guidebook, a resource for both college academic advisers and advisees, is designed to assist the undeclared student attending Shippensburg University of Pennsylvania in the decision making process of selecting a major area of study with attention to the question: How do I want to live my life? The guidebook first presents an overview of the Division of Undeclared Majors at the university. The next two adviser-oriented chapters discuss what academic advising entails and provide tips on how to make the advisement process more effective. These are followed by two student-oriented chapters on how to manage time and effective strategies and tactics for career planning. The guidebook next presents the school s academic policies and procedures, followed by a description of campus resources for student financial aid, career development, information sources, learning assistance, and counseling. The labor marketplace for the 1990s is reviewed next, highlighting the most promising careers. Finally, the guidebook lists the university s undergraduate programs, discusses the general education program, and then lists the general requirements and elective courses for each of the school s colleges: Arts and Sciences; Business; and Education and Human Services. An appendix lists the academic faculty and administration. Contains a 34-item bibliography and an index. (GLR)

ED 336 005 HE 024 825

Gunn, Bruce

The Dysfunctional Nature of Political Systems in University Administration.

PUB DATE- 91
NOTE- 14p.; For a related document, see HE 024 824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Administrator Effectiveness; Administrator Evaluation; *Administrators; Decision Making; Employment Practices; *Faculty College Relationship; Higher Education; *Management Systems; Personnel Policy; *Political Power; *Power Structure

This paper argues that the rapid influx of information technology into society requires a change in university administration from the current political system to a computer based management system for higher productivity. The paper describes the dysfunctional nature of the political system of management in its lack of full accountability. The bureaucratic mechanism of a political system is described as a "decision making-authority structure" which functions as a formal communication and control mechanism on the assumption that management is sovereign over the operation of the organization. Within this system, self-oriented administrators usually employ authoritative leadership styles with a shift from productivity to the maintenance of the status quo in the dominance orders of the organization. The paper goes on to argue that these patterns create pressure to squeeze work out of faculty and put academicians into a position of compromising long term productivity for short-term gains in salary and rank. The paper also notes that the lack of quantitative criteria for measuring the quality of personnel performance permits self-oriented superiors to use "mushroom management" to mask administrative malpractice. Finally the paper argues that these political systems ultimately produce declining academic performance. Fourteen references are included. (JB)

ED 336 025 HE 024 845

Harris, Kimberly; And Others
An Analysis of Student Characteristics Associated with Enrollment in Higher Education. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Attitude Measures; *Educational Planning; *Enrollment; Grade Point Average; Higher Education; High School Seniors; Postsecondary Education; Student Attitudes; *Student Characteristics; *Student Educational Objectives; Surveys; Vocational Education
IDENTIFIERS- *AIR Forum; Logit Analysis; Nevada

This paper presents the results of a survey titled "Postsecondary Plans of Nevada High School Seniors" that is administered biennially to provide educational planners with information about Nevada high school seniors postsecondary plans. The survey consists of 43 questions and provides information in six areas: demographic characteristics of seniors; their high school experiences including work experiences; their plans for the year following graduation; their postsecondary education plans; factors important in their choice of a postsecondary institution; and their impressions of the University of Nevada System campuses. Using data from the 1990 survey (4,700 usable responses), qualitative response models (logit specification) were developed to assess the influence of various economic and demographic variables on students decisions to attend college, enroll in vocational programs, or pursue no postsecondary education. Among the results were the following: (1) the majority of the students in both urban (66.8%) and rural (64%) areas planned to attend college; (2) family income, mother s educational level, sex, and high school grade point average (GPA) all exhibited positive impacts on both rural and urban students intentions to enroll in college; and (3) the likelihood of college attendance increased as high school GPA increased. Several implications of the study s findings are discussed. Contains 12 references. (GLR)

ED 336 043 HE 024 865

McLachlan, J. E.; Wood, V.
Three Into One Did Go--Development of a Common First Year Curriculum. AIR 1991 Annual Forum Paper.

PUB DATE- May 91
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; College Freshmen; *Core Curriculum; *Curriculum Design; Curriculum Evaluation; Foreign Countries; Higher Education
IDENTIFIERS- *AIR Forum; *Napier Polytechnic of Edinburgh (Scotland); Scotland

Three undergraduate degrees (in Accounting, Business Studies and Commerce), developed at different times by different departments at Napier Polytechnic in Scotland, introduced a common first year curriculum in 1987-88. For some time the Polytechnic had recognized the need to increase flexibility between courses and to provide students with the maximum number of choices and progression routes, and the initial proposal to develop a common first year was submitted for discussion in September 1985. A faculty progress review committee was established that year, and in subsequent years working parties and student representatives were also involved. In the end a compromise was adopted with agreed upon structure, assessment procedures, exemptions, and elective subjects. A statistical analysis of examination performance, comparing the progress of students following the common curriculum since 1987-88 with those involved in the separate degrees in Sessions 1984-85, 1985-86 and 1986-87 found that there was no statistically significant difference between pass rates in the 3 years prior to and the 3 years after the introduction of the common first year. However, benefits have included improved introduction to information technologies, a broader base and lighter work load for Accounting students, and a more rational structure between the three degrees. The paper includes three tables and four references. (JB)

ED 336 062 IR 015 059

McAllister, Alan
An Analysis of Problem Solving Strategies in LOGO Programming Using Partially Automated Techniques.

PUB DATE- Mar 91
NOTE- 72p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academically Gifted; Behavioral Science Research; *Cognitive Processes; *Computer Assisted Instruction; Computer Software; Educational Strategies; Elementary Secondary Education; *Interaction Process Analysis; Microcomputers; *Problem Solving; *Programing
IDENTIFIERS- LOGO Programing Language

Computer assisted instructional environments offer unique opportunities for the analysis of learning and problem solving processes. In this paper, partially automated techniques for process analysis are applied in a study of the problem solving strategies of a group of gifted students learning the Logo programming language. The objectives of the paper are to develop strategy specifications, construct a model of the students programming process, and illustrate the application of partially automated interaction process analysis. The computer software programs included tools for collecting, displaying, encoding, and dynamically representing the students problem solving in the Logo environment. Two tasks were administered: a graphics task midway through the program, and a word-and-list task at the end. Problem solving strategies were identified in each task, and it was found that they differed across tasks and across subjects. Results indicate that students strategies are a function of specific task demands and the students representations of the problem, their knowledge of program design, and their knowledge-base of specific methods for implementing their designs in code. Recommendations for future behavioral science research in the area of problem solving include routine use of microcomputers to monitor students performances and provide appropriate individualized assistance instantaneously. (66 references) (Author/DB)

ED 336 081 IR 015 097

Long Range Technical Plan for Instructional Telecommunications.

PUB DATE- Jun 89
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Networks; Databases; Delivery Systems; *Distance Education; *Educational Technology; Electronic Mail; Higher Education; *Long Range Planning; *State Universities; Statewide Planning; Telecommunications
IDENTIFIERS- *Kansas

This report documents the development of a long-range plan for instructional telecommunications in the Kansas Regents system. It was assumed from the outset that the plan would include provision for educational programs in the communities outside the state universities and would, in fact, extend to include a statewide computer network. The background study for the plan began by identifying existing resources such as satellite delivery systems, data and video systems, and the Systems Network Architecture (SNA) data network. A second data network, Kansas Regents Network (KARENET), is being developed to provide access to electronic mail systems, library catalog systems, and databases. The study also obtained data, briefly noted in this report, on the distance learning campus objectives of the University of Kansas, Kansas State University, Fort Hays State University, Pittsburg State University, Emporia State University, Wichita State University, and the Kansas College of Technology. Recommendations are discussed in terms of system goals, and a summary of responses to the proposed plan is provided. Appendixes, which make up the greater part of the report, provide an explanation of the transmission of television pictures and sound; a distance education glossary; a list of existing and planned campus resources including organizations, programming, staff, and equipment; an outline of videotape formats and broadcast systems; and a list of members of the technical issues subcommittee responsible for the plan. (DB)

ED 336 101 IR 053 689

Morrow, Carolyn Clark, Ed.

National Conference on the Development of Statewide Preservation Programs. Report of a Conference on the Current Status and Future Directions of Statewide Programs for the Preservation of Our Intellectual Heritage (Washington, D.C., March 1-3, 1989).

SPONS. AGENCY- Commission on Preservation and Access, Washington, DC.; Library of Congress, Washington, D.C.; National Archives and Records Administration, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 91

NOTE- 108p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Archives; Federal State Relationship; Fund Raising; Legislation; Librarian Attitudes; *Library Collections; Library Planning; National Programs; *Preservation; Public Policy; *State Programs

This report presents some of the prominent features of a national invitational conference whose goal was to provide a national forum to discuss ongoing preservation efforts in individual states; describe the preservation challenge faced by all states in common; review the kinds of materials at risk; and alert administrators to the opportunities inherent in coordinated statewide preservation programs. The acknowledgements, conference program, and lists of the state participants and conference planning committee members preface the seven themes of the conference proceedings. The remarks of the following speakers, which are included in this report, address these themes: (1) Perspectives on the Problem (Carole Huxley, James H. Billington, Don W. Wilson, Lynne V. Cheney); (2) Collections at Risk: The Preservation Problem Facing the States (Karen Garlick); (3) Current Climate for Statewide Preservation Efforts (George F. Farr, Jr., Carolyn Morrow); (4) Case Histories (Larry Hackman, Bridget Lamont, David Moltke-Hansen and Lisa Fox, Lorraine Summers, John Townsend, Karen Motylewski, Paul Conway, Nancy Sahli, Wesley Boomgaarden, Howard Lowell); (5) Legislative Efforts (Roy Blunt, Richard G. Akeroyd, Jr., Joseph F. Shubert, Gary Nichols, Guy Louis Rocha, Edward Papenfuse); (6) Funding (Ann Russell, Sally Jones, Ellsworth Brown, Larry Tise, John Burns); and (7) Building Public Awareness (Vartan Gregorian, David Hoffman, Edwin Bridges, Nina Archabal). Closing remarks were made by Gerald L. Baliles, the Governor of Virginia. Concluding the report are lists of the sponsoring organizations and their representatives, observers to the conference, and resource people, together with biographies of the speakers and a 29-item bibliography. (MAB)

ED 336 122 IR 053 733

Lemke, Darrell

Holding Down Costs at Academic Research Libraries: A Consortial Approach. Final Report Submitted to the U.S. Department of Education.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Jun 89

NOTE- 155p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Libraries; *Consortia; *Cost Effectiveness; Cost Indexes; Databases; Higher Education; *Library Collection Development; *Library Expenditures; Operating Expenses; Program Descriptions; *Research Libraries; *Shared Resources and Services

The first of five sections in this final report for the College Cost Containment Project describes the organizational structure and purposes of the Washington Research Library Consortium (WRLC) and identifies the cost containment issues addressed by the project. The remaining sections describe the programs developed by the WRLC as appropriate solutions to these issues; each of these sections is introduced by a background statement which places the related programs within the context of WRLC development. The second section, Access to Library Materials, focuses on the library automation system and telecommunications, database creation, provision of access to other databases, and information transfer and document delivery. The third section, Storage of Library Materials, discusses the construction of a joint facility, technologies for storing and retrieving materials, and policies and mechanisms for materials storage. The maintenance and improvement of library collections are addressed in the fourth section, including collection needs and costs, the WRLC Library, cooperative collection development, and the WRLC and cost containment. The final section, Preservation of Library Collections, covers the assessment of preservation needs, planning for a comprehensive program, and the cost-benefits of the preservation program. A summary of WRLC capital costs concludes the report. The Articles of Incorporation and Bylaws for the WRLC, a profile of the WRLC, cost estimates for database creation, and a successful application to the National Endowment for the Humanities (NEH) Preservation Program are appended. Eleven references and a 38-item bibliography are included. (MAB)

ED 336 140 JC 910 413

Bowyer, Karen A.
Faculty Renewal through Scholarship.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College Presidents; Community Colleges; *Faculty Development; Faculty Evaluation; *Faculty Publishing; *Professional Recognition; *Scholarship; Two Year Colleges

In 1991, a study was conducted to determine what community college presidents have done to promote and reward faculty scholarship. The 117 presidents surveyed were asked to respond to questions concerning faculty activities that demonstrate their involvement in scholarly activities; whether and in what ways the presidents encouraged, recognized, and/or rewarded faculty for scholarly activities; and whether the college s faculty evaluation system included review of faculty scholarship. Survey findings, based on responses from 58 presidents, included the following: (1) an array of faculty scholarly activities were mentioned, including Phoenix College (Arizona) faculty s development of a computer interactive video project in biology and a computer-assisted instruction program integrating English and library classes; Burlington Community College (New Jersey) faculty s establishment of liaison relationships with high school faculty; and the development of a consumer protection book by a Clackamas Community College (Oregon) faculty member; (2) 55 of the presidents reported that they encouraged, recognized, and/or rewarded faculty for scholarly activities, using such incentives as outstanding instructor awards given locally and in the Mississippi State Legislature on Higher Education Day, and the Northern Virginia Community College Educational Foundation s annual presentation of 1,000 awards to three faculty for outstanding teaching and scholarship; and (3) 35 of the presidents indicated that their faculty evaluation system incorporates review of faculty scholarship, including Piedmont Community College s (Virginia) point system for rewarding various scholarly activities. Further examples are provided. (JMC)

ED 336 158 JC 910 435

Conklin, Karen A.; And Others

Kansas Community Colleges "Class of 1987" Five-Year Longitudinal Study.

PUB DATE- Apr 91

NOTE- 112p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Persistence; *Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; Longitudinal Studies; Occupational Aspiration; *Participant Satisfaction; Questionnaires; State Surveys; Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *Kansas

In 1985, Johnson County Community College (JCCC) coordinated a 5-year longitudinal study of representative groups of students at all 19 Kansas community colleges. The study sought to document the academic and career progress of the students from first entry into college to subsequent experiences after leaving the community college. Each college randomly selected 50 to 100 representative first-time, full-time freshmen who agreed in writing to have their progress monitored over a 5-year period. Data were gathered regarding student characteristics, college choice, educational experiences, and satisfaction. Major study findings included the following: (1) the majority of the respondents described their teen economic status as middle class; (2) full-time employment increased substantially from 1985 to 1990, as did the tendency to be employed in a job related to long-term career goals; (3) the top three factors influencing the decision to enroll at a Kansas community college were convenient location, low cost, and availability of scholarships or financial aid; (4) enrollment exhibited a normal decline over the 5-year period; (5) over 75% of the former students who responded to the 1990 survey had achieved their fall 1985 educational objective; (6) the majority of the respondents studied more, engaged in school-related activities less, found the coursework more interesting, and felt the quality of instruction was better in college than in high school; (7) nearly 90% indicated that their community college experience had improved the quality of their life; (8) approximately 84% expressed satisfaction with their personal growth and development throughout the 5-year period; and (9) respondents who had attended a four-year college as well as a community college were more satisfied with the four-year institution s variety of courses, career preparation, social life, and job placement services. Selected verbatim comments, the participation agreement form, and sample surveys are attached. (JMC)

ED 336 178 PS 019 536

Environmental Toxins and Children: Exploring the Risks, Part II. Hearing held in Washington, DC before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, Second Session.

PUB DATE- 13 Sep 90
NOTE- 217p.; For part I, hearing held in Oakland, California, see PS 019 535. Portions contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cancer; *Child Health; Child Labor; *Children; Child Welfare; Congenital Impairments; Developmental Disabilities; *Environmental Influences; Environmental Standards; *Lead Poisoning; Migrant Workers; *Pesticides; *Poisons; Public Health
IDENTIFIERS- Child Safety; *Risk Assessment

This report contains the proceedings of the second of two hearings that explored the risks of environmental toxins to children. Testimony was heard concerning: (1) the special vulnerability of children to toxic substances; (2) exposure to lead and lead poisoning; and (3) the exposure of working children to toxins. A fact sheet gives an overview of the dangers to children of various toxins. Seven statements were delivered in person and 13 prepared statements or materials supplemental to verbal testimony were collected. Copies of various relevant documents are appended. These include: a meta-analysis of studies on low-level lead exposure and its effect on the IQ of children; a study of the prevalence and hazards of child labor; a statement on migrant farmworkers childrens exposure to pesticides by the Farmworker Justice Fund; a statement on environmental hazards during pregnancy by the March of Dimes; and a review of pertinent literature by the National Network To Prevent Birth Defects. (BC)

ED 336 199 PS 019 805

Gauvain, Mary
The Development of Spatial Thinking in Everyday Activity.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Problem Solving; *Social Environment; *Social Influences; *Spatial Ability
IDENTIFIERS- *Activity Theory; *Spatial Tasks; Theory Development

Activity theory is a perspective that is largely rooted in the writing of Soviet psychologists. One of the premises of the theory is that human behavior and thinking occur within meaningful contexts as people conduct purposeful goal directed activity. The primary unit of psychological study should be socially organized human activity, rather than mind or behavior alone. To exemplify this, ethological studies of wayfinding which investigate the use of spatial knowledge in naturalistic contexts are cited, and the use of cultural tools and practices in spatial problem solving is discussed. Several issues relevant to spatial cognition are considered in terms of their relation to Gladwin s study of spatial problem solving among traditional Puluwat navigators. Suggestions on ways of incorporating activity theory in research on the development of spatial thinking are offered. It is noted that one direction of study concerns the investigation of the development and use of materials and social resources in the structuring of spatial problems and the ways developmentalists go about solving them. Another direction involves the examination of spatial thinking in relation to task structure and goals. A final direction involves researchers queries about what skills develop and the manner in which they develop. A list of 24 references is included. (BC)

ED 336 218 RC 018 113

Churchill, Ward, Ed.
Critical Issues in Native North America, Volume II. IWGIA Document No. 68.
PUB DATE- Feb 91
NOTE- 193p.; For volume 1, see ED 312 098.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Reservations; American Indians; Colonialism; Federal Indian Relationship; *Governance; *International Law; *Land Settlement; *Tribal Sovereignty; Tribes
IDENTIFIERS- Canada; Internal Colonialism; *Tribal Government; United States; *Uranium Industry

This collection of articles forms the second of two volumes designed to impart to readers some sense of the crucial importance of what is and will be happening to the indigenous peoples of North America. "The Present and Future Status of American Indian Nations," by Robert T. Coulter argues from the perspectives of ideology, power, law, and human rights that the political existence of Native American nations and their governments, in relation to the United States and other governments, is legally and practically tenuous. "Who Will Govern Indian Country?" by Rudolph C. Ryser examines theoretical and practical jurisdictional problems related to the existence of independent sovereign states within another sovereignty and suggests that intergovernmental agreements recognizing tribal governments as the sole governing authority on reservations would eliminate current jurisdictional chaos. "The Political Economy of Radioactive Colonialism," by Ward Churchill and Winona LaDuke discusses the "new colonialism" (the expendable relationship of indigenous peoples to multinational resource-extraction corporations); and suggests that tribes must choose between Third World "development" and a Fourth World strategy of disengagement. The remaining articles address more specific issues and events such as the Pit River Indian land claim dispute, the Western Shoshone landrights struggle, the "Navajo-Hopi Land Dispute" and related inter-tribal conflicts, the Garrison Dam related land dispute, and the process of implementing Indian Treaty Fishing Rights. (SV)

ED 336 237 RC 018 312

Ebert, Constance C.
The Importance of Dropout Prevention and Education in Breaking the Cycle of Poverty.
PUB DATE- Nov 90
NOTE- 8p.; Paper presented at the Conference on Appalachia (Lexington, KY, November 6-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Behavior Change; *Dropout Prevention; Educational Change; Elementary Secondary Education; *Equal Education; *High Risk Students; *Poverty
IDENTIFIERS- Appalachia; West Virginia

This paper based on one dropout prevention specialist s experience in working with at-risk students, discusses the need for comprehensive and collaborative efforts to meet the special problems of these children. Various national and state statistics underscore the growing cost to society for the failure to fully educate those students who are at risk of dropping out. The Regional Education Service Agency in North Central West Virginia conducts a Dropout Prevention Program, which serves many underachievers who have already established a pattern of failure and low expectations. These students often live in poverty and face various family problems. Merely providing students with information on risk-taking behaviors appears to have little effect on their behavior. However, some successes are seen when students begin to see that the dropout prevention specialist cares about them, and they begin to care about what the specialist is trying to teach them. Through increased federal support of programs for at-risk youth, the schools and communities can and must meet the total needs of disadvantaged children. Efforts must be comprehensive in nature, providing preschool programs for all disadvantaged children, transitional first grade classes, non-graded elementary schools, middle schools structured around interdisciplinary teaching teams, and alternative learning programs for unsuccessful high school students. Ending the cycle of poverty and dependency will take collaborative efforts linking schools and the community to form a network of support. (KS)

ED 336 256 SE 052 140

Lewis, Barbara A.; Espeland, Pamela, Ed.

The Kid s Guide to Social Action: How To Solve the Social Problems You Choose--and Turn Creative Thinking into Positive Action.

PUB DATE- 91
NOTE- 195p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Activism; *Citizen Participation; Creative Thinking; Decision Making; Elementary Education; Elementary School Students; Environmental Education; Lobbying; Local Issues; Political Issues; *Problem Solving; Science Education; *Social Action; Social Change; *Student Participation

This book illustrates the tools necessary to empower adults and children to help implement significant changes that will begin to eliminate some of the problems that plague the environment and threaten the legacy of a healthy, safe planet. The book tells how to turn creative ideas into action that can change laws, restore and preserve the oceans, and create a healthier environment for all people. The first part, "Life Beyond the Classroom," discusses how projects can be created that make a difference. Part 2, "Power Skills," gives directions on how to write letters, create surveys, pass petitions, picket, get TV coverage, and do fund raisers. Part 3, "Initiating or Changing Laws," discusses the lobbying process. The fourth part, "Resources," includes information on important phone numbers and addresses, groups that students can join, and places to apply for awards. Part 5, "Tools," provides forms that can be copied such as petitions, proclamations, releases, and resolutions. Throughout the book, examples of students who made a difference are provided. A 32-item bibliography and an index are included. (KR)

ED 336 277 SE 052 288

Junior High Science Curriculum Support Document, Grades 7 to 9.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Evaluation; Foreign Countries; *Junior High Schools; Laboratory Animals; Metric System; Periodicals; Planning; Plants (Botany); Problem Solving; Questioning Techniques; *Resource Materials; Safety; Science Education; Science Fairs; *Secondary School Science; *Student Evaluation; *Teaching Methods
IDENTIFIERS- Northwest Territories

This document provides information on and examples of various topics related to the successful translation of the curriculum guidelines from the Department of Education to the Jurisdiction and School levels in the Northwest Territories, Canada. Different student evaluation techniques are explored as well as the topic of unit evaluation. The additional information that is provided may assist the teacher in creating a language-rich, well-organized, interesting, relevant, and safe environment in the classroom. Sections include: (1) "Student Evaluation"; (2) "Unit Evaluation"; (3) "Classroom Organization and Management"; (4) "Safety in Science"; (5) "Science Fair Information"; (6) "Research and Reporting Skills"; (7) "Magazines/Clubs for Junior High Students and Teachers"; (8) "Effective Questioning Techniques"; (9) "Asking Good Questions"; (10) "Study Skills"; (11) "Looking at Problems and Questions from Different Perspectives"; (12) "Sustainable Development Information for Junior High Teachers"; (13) "Plant and Animal Care"; (14) "Use of Systeme Internationale or S.I. (metric system)"; (15) "Publishers/Distributors"; and (16) "Suppliers." (KR)

ED 336 303 SO 021 261

America s Role in the Middle East: A Curriculum Unit on America s Choices.

PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Current Events; Foreign Countries; *Foreign Policy; Futures (of Society); *International Relations; International Studies; *Political Issues; Secondary Education; Social Studies; World Affairs
IDENTIFIERS- *Gulf War; Iraq; *Middle East

This curriculum unit uses the U.S. policy options in the Middle East following the Persian Gulf War as the focal point for discussing present and future policy goals. The range of views presented about postwar policy in the Middle East reflects differences in underlying beliefs about the proper role of the United States in the world and about the suitable conduct of U.S. policy in the Persian Gulf region. The four options presented are: (1) the U.S. as a regional superpower; (2) the U.S. creates a military balance of power in the region; (3) the U.S. promotes regional and global cooperation on Middle East security; and (4) the U.S. minimizes its role in the Middle East. The four options are intended to provide a starting point for discussing and thinking with others about some of the choices that the nation will have to make in the future. A sample lesson plan is included as well as worksheet activities. The materials are designed for high school social studies classes such as global studies or civics. (DB)

ED 336 326 SO 021 931

Course of Study for Lower Secondary Schools in Japan. Notification No. 156 of Ministry of Education, Science, and Culture.
PUB DATE- 83
NOTE- 139p.; For related documents, see SO 021 930-932.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Course Content; *Course Objectives; *Educational Objectives; Foreign Countries; Home Economics; Japanese; Mathematics; Music Education; Physical Education; Science Education; Secondary Education; Second Language Instruction; Social Studies; Student Educational Objectives; Teaching Methods; Values Education
IDENTIFIERS- *Japan

The course of study for students in lower secondary schools in Japan is outlined in this document. The first of four chapters puts forth the general provisions that Japanese lower secondary schools should seek to follow. Comprising the greater part of the volume, the second chapter outlines the objectives to be achieved by students in nine subject areas. For each of the nine subjects (Japanese language, social studies, mathematics, science, music, fine arts, health and physical education, industrial arts and homemaking, and foreign languages), an overall objective is listed followed by specific objectives and contents. For some subjects, the objectives and contents are organized by grade level--first, second, and third (of the lower secondary school). With other subjects, such as social studies and science, the specific objectives and contents are organized by field; for example, social studies standards are organized by geography, history, and civics. The third chapter puts forth the objectives and content for the class on moral education. The fourth chapter focuses on special activities, listing objectives to be achieved in pupil activities, school events, and classroom guidance. An extract from the enforcement regulations of the school education law is included in an annex. (DB)

ED 336 348 SP 033 196

Freidus, Helen
Critical Issues in the Curriculum of Teacher Education Programs.
PUB DATE- Apr 91
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; *Curriculum Development; Educational Change; Elementary Secondary Education; Higher Education; Journal Writing; Personal Narratives; *Preservice Teacher Education; *Professional Recognition; School Organization; Sex Stereotypes; *Student Teachers; *Teacher Education Curriculum
IDENTIFIERS- *Reflective Teaching

Teacher education programs rarely help teachers develop those attitudes and skills that will enable them to identify and speak out for that which they know and value. This research reports on a preservice program based on the assumption that by systematically requiring teachers both to reflect on their own practice and to seek out and respond to the reflections of other teachers, teacher education programs can help teachers develop their own professional voice and that of their colleagues. This paper describes the evolution of the researcher s own voice and the theoretical considerations from which the research emerges. These considerations relate to the social context of teaching--the structure of the school, the culture of teachers, and the concept of teaching as gendered labor. In addition, the paper discusses a preservice curriculum designed and implemented in response to the perceived need for teacher education programs to help teachers develop a professional voice and the methodology through which the response to this curriculum was studied. The data indicate that the development of a teachers voice can be enhanced by appropriate teacher education curriculum and methodology. Implications for teacher education are discussed. Thirty-one references are listed. (IAH)

ED 336 368 SP 033 280

Johnson, Calvin

Designing Strategies for the Recruitment and Retention of Minority Students. Final Report.

PUB DATE- Mar 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Black Teachers; Educational Legislation; Elementary Secondary Education; Higher Education; Minority Groups; *Minority Group Teachers; Preservice Teacher Education; School Demography; *Schools of Education; Surveys; *Teacher Recruitment; *Teacher Shortage; Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *Arkansas; Task Force Approach

Arkansas has seen a gradual and continuous decline in its number of minority teachers. At the same time, school population demographics indicate that the percentage of minority students is increasing. This study was conducted to address the problems associated with strategies to recruit and retain minority students into education. A survey form was mailed to 12 selected 4-year educational institutions in Arkansas, which offer teacher education programs. The purpose of this 19-question survey was to review the recruitment and retention activities in progress at that time. Data collected by the survey are reported; they reveal various strengths and weaknesses in minority recruitment and retention programs. Based on the research, 24 goals and recommended strategies are highlighted. Five appendixes list: (1) universities and colleges selected as respondents in survey; (2) questionnaire: "Status of Minority Student Recruitment and Retention in Teacher Education"; (3) recommendation of the Governor s Task Force on the Recruitment of Minorities into the Education Profession; (4) University of Arkansas Task Force Recommendations; and (5) State of Arkansas, Act 99 of 1989. (LL)

ED 336 388 TM 015 583

Connecticut Participation in the National Educational Longitudinal Study (NELS).
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; Bulletins; *Cognitive Tests; College Bound Students; Demography; Drug Use; Extracurricular Activities; *Grade 8; High Risk Students; Junior High Schools; *Junior High School Students; Longitudinal Studies; National Surveys; Public Schools; Racial Differences; Self Concept; *State Surveys; Student Attitudes; Student Characteristics; *Test Results
IDENTIFIERS- *Connecticut; *National Education Longitudinal Study 1988; Student Surveys

Statewide information concerning the Connecticut eight-grade public school students who particpated in the National Education Longitudinal Study (NELS) in the spring of 1988 is presented. Over 900 students in 46 schools in 35 school districts, almost evenly divided between males and females, completed cognitive tests and student surveys about demographics and a range of additional topics. The same students are being tested in 1990 and will be followed biennially through 1994. About one-third (36.3%) of the students were considered educationally at risk, with Black students and Hispanic students more likely to have one or more identified risk factors. Seventeen percent of the students had repeated at least one grade. A large majority (86.5%) planned to attend public high school; 1 in 10 planned to attend a private high school. One-third (32.2%) planned to enter a college preparatory program, while 73.4% planned to attend college. Outside of school, students spent more time watching television than doing homework, and stated that music and sports were their most popular extracurricular activities. Suburban students were more likely to consider drugs a serious problem in their schools than were non-suburban students. About 81% felt that the quality of teaching at their schools was good. Black and Hispanic students were more likely to feel good about themselves than were White students. Eight data tables and 11 graphs summarize the NELS data. (SLD)

ED 336 408 TM 017 151

Doyle, Teresa F.; Lin, Thung-Rung
Criterion Validation of a Written Multiple-Choice Test of Spanish/English Bilingual Skills.
PUB DATE- Jun 91
NOTE- 19p.; Paper presented at the Annual Conference of the International Personnel Management Association Assessment Council (15th, June 26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Bilingualism; Bilingual Teachers; English; Holistic Evaluation; Job Performance; Language Tests; *Multiple Choice Tests; Objective Tests; Occupational Tests; Predictive Validity; *School Personnel; Scoring; Spanish; *Spanish Speaking; Test Format; *Test Validity; Translation; *Written Language
IDENTIFIERS- Validation Verification and Testing Techniques

Supervisory performance appraisals may be of limited utility in the validation of bilingual tests because incumbents are often hired to be the only employee in a unit who possesses the skills necessary to do the job. In an effort to provide criterion-related validity for four equivalent forms of a Spanish/English bilingual test for school district employees, 63 volunteer employees in a large metropolitan school district, who received a pay differential for bilingual skills, were asked to translate, free-form, a passage into written Spanish from written English. This same passage was subsequently included as part of a multiple-choice test in which the examinees selected the correct translations of sentences or phrases from among four options presented to them. The free-form translations were scored by four subject-matter experts (SMEs) using a holistic scoring method developed by E. M. White (1986) and R. A. Honey (1990). SME scores were then averaged and correlated with the objective test scores for each volunteer. The relationship between objective test scores and holistic evaluations was used to establish a passing point for the objective tests. The strength of the relationship observed between the objective test scores and raters evaluations supports the conclusion that the holistic scoring of translations can serve as an adequate validation method for the objective test. One figure and three tables present study data. An appendix contains the holistic scoring guide. (Author/SLD)

ED 335 964 FL 019 563

Woodward, Tessa, Ed.
The Teacher Trainer: A Practical Journal Mainly for Modern Language Teacher Trainers. Volume Three, Numbers One-Three.
PUB DATE- 89
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Advising; Classroom Observation Techniques; Classroom Techniques; Class Size; Course Organization; Drama; English (Second Language); Feedback; Foreign Countries; Higher Education; International Education; *Language Teachers; Masters Degrees; Program Descriptions; Second Language Instruction; Stress Management; Stress Variables; Teacher Associations; *Teacher Education; Teacher Qualifications; Voluntary Agencies
IDENTIFIERS- China; Israel; Italy; Poland; Spain; Sri Lanka; Voluntary Services Overseas

This document consists of the three 1989 issues of "The Teacher Trainer," a journal for language teacher educators. The following articles appear in these issues: "From a Garage to a Teachers Centre"; "Taking Risks--Being Unprepared?"; "Teacher Echoing and More"; "Teaching Lemon as a Foreign Language: Drama in Foreign Language Teaching"; "On Transforming Language Teachers English Language Teachers"; "A Last Lesson--Ending a Course Gracefully"; "The Backwards Lecture"; "Observation Tasks for Course?"; "Gone to Teachers Every One--A Critique of Accepted Pre-Service Teacher Training"; "The Flexible List"; "MAs and Postgraduate Qualifications"; "Interview with Roger Bowers"; "Teacher Training for Steiner Schools"; "Self Access Teacher Training"; "Taking the Stress Out of Discussing Lessons"; "Advisory Perspectives"; "A Teacher Training Course in China"; Training Inside and Outside Your School"; "Mapping the Day"; "The Ever Learn?--Some Relevant Teacher Training Procedures"; "Two Short Training Ideas"; "What Sort of Modern Language Teachers Do We Need?"; "Teachers Groups in Spain"; "Poster Presentations on Teacher Training Courses"; "What Are Your Theories?"; "The Case for Delayed Feedback After Teaching Practice and Observation"; "A Travelling Trainer in Israel"; and "T TT TTT = A Crowded Classroom." (MSE)

ED 336 179 PS 019 549

Ulkuer, Nurper S.

Early Childhood Education in Ankara Gecekondus: A First Report from a Longitudinal Field Study in Ankara.

PUB DATE- Jul 89

NOTE- 13p.; Paper presented at the World Assembly and Congress of OMEP (19th, London, England, United Kingdom, July 11-14, 1989).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavioral Objectives; Ecological Factors; *Economically Disadvantaged; Elementary Education; *Family Programs; Field Studies; Foreign Countries; Home Visits; Housing; Intervention; Longitudinal Studies; *Mothers; *Parent Education; Preschool Education; *Slum Environment; Socioeconomic Status; *Underachievement

IDENTIFIERS- *Turkey (Ankara)

This paper addresses the conditions of families in Ankara, Turkey, who live in gecekondus (hastily built homes of the poor). The socioeconomic and educational disadvantages of these families result in continuous academic underachievement for their children. Ecological and educational interventions for breaking the poverty cycle are proposed. Preliminary findings of a field experiment with 60 mothers of low socioeconomic status that began in November of 1988 in Ankara are described. The 6-year field experiment is part of the Early Childhood Education in Ankara Gecekondus project. The project attempts to follow sequential stages involving: (1) preparation for parenthood by means of information about child care, nutrition, and health care; (2) facilitation of reciprocal interaction in child-parent relationships from the child s birth to its third year; (3) exposure of children of 4-6 years to a cognitively oriented preschool program and continuing parental intervention; and (4) assurance of parental support of children s educational activities during the elementary school years. Although the study has not yet been completed, preliminary findings indicate that ecologically oriented early childhood educational programs that start before birth and involve the mother will eventually change the child s immediate environment. A bibliography provides nine references. (GLR)

ED 336 200 PS 019 823

Beginning a Family Day Care Association.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; Committees; Early Childhood Education; *Family Day Care; Informal Organization; Leadership Training; Meetings; Organizational Objectives; *Organizations (Groups); *Planning; *Social Support Groups; Workshops
IDENTIFIERS- Bylaws; *Home Based Programs

This guide provides information for those interested in starting a family day care association, which is defined as "an independent organization whose membership is comprised of home-based caregivers." The most important function of these associations is to empower individual providers by offering support, sponsoring workshops, and building leadership skills. Included are guidelines for getting started, setting goals and objectives, becoming incorporated, structuring bylaws and dues, electing officers, establishing committees, and recruiting and retaining employees. A series of short guidelines on miscellaneous topics is also included. The importance of organizing a unified voice that will enable providers to confront important issues and make positive changes is emphasized. Sample bylaws and articles of incorporation are appended. (GLR)

ED 336 257 SE 052 142

Dawson, George
ScienceVision: An Inquiry-Based Videodisc Science Curriculum.
PUB DATE- 20 Feb 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Astronomy; Chemistry; *Computer Assisted Instruction; Critical Thinking; Data Analysis; Demonstrations (Educational); Earth Science; Ecology; Educational Games; *Inquiry; *Interactive Video; Junior High Schools; Learning Strategies; Middle Schools; Physics; Problem Solving; Process Education; Program Descriptions; *Science Curriculum; Science Education; *Videodisks
IDENTIFIERS- Apple II GS; *ScienceVision (Computer Program)

As a result of declining scores, the National Science Foundation has funded numerous materials-development grants. Largest among these is the Interactive Media Science (IMS) Project at Florida State University (FSU) in Tallahassee. This project s mandate is to design, develop, and produce six level III interactive videodisc programs for middle school science instruction. These innovative programs will provide students with numerous opportunities to become involved in activities that would be impossible for them in the normal classroom setting. Using the ScienceVision program, students are able to conduct experiments, visit locations, listen to experts, make decisions, collect data, and solve the problems posed on the videodisc. Factors influencing the design and development of the six discs are: (1) prior research into instructional videodisc technology; (2) characteristics of the target audience; (3) capabilities of the medium; (4) the inquiry-based learning philosophy advocated by the project; and (5) the state of technology in the schools. Developed by experienced teachers, the program was also designed to address the limits of the classroom. The fundamental assumption of ScienceVision is that science education should be multidisciplinary and should provide a general science background for all students. The goals of ScienceVision are twofold: to provide students with a valid understanding of science as a human enterprise and to present science as a search for knowledge based upon interpretation of data. The content, context, cognition, inquiry-based learning, reasons why level III interactive videodiscs should be used, classroom structure, hardware requirements, research with ScienceVision, and educational implications of ScienceVision are topics of discussion. A list of contact persons is included. An overview and status of the project s products are appended. EcoVision, ErgoMotion, AstroVision, Chemical Pursuits, Life Skills, TerraVision, and Water and Weather are the programs that are described. (KR)

ED 336 278 SE 052 289

McGregor, Cathy, Ed.; Gilmour, Margy

Arctic Land Animals: A Language Development Unit for Science Life and the Environment Living/Non-Living Things. Grade One.

PUB DATE- 85
NOTE- 134p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Bilingual Education; *Elementary School Science; English; *English (Second Language); Environmental Education; Foreign Countries; Grade 1; *Interdisciplinary Approach; *Language Acquisition; Language Skills; Music; Poetry; Primary Education; *Science Activities; Science Education; Second Language Instruction; Social Studies; Teaching Methods
IDENTIFIERS- *Arctic; Northwest Territories

Successful bilingual education requires good teaching in both languages. For many years northern Canadian educators have wrestled with the difficulties of teaching English with inappropriate commercial materials from the south. These units were developed by the Department of Education using the Language Development Approach, which is seen as the most effective and efficient method to teach English-as-a-Second Language/dialect (ESL/D) students. The guidebook contains teacher's notes, resources, initial assessment activity, lesson plans, culminating activities, evaluation activities, poems, songs, and stories. Lesson topics include living/nonliving things, appearance and behavior, animal homes, food, life cycles, people, and land animals. Interdisciplinary activities for each unit are provided. Each lesson includes a list of English vocabulary, sentence patterns, and concepts developed in the lesson; special materials required; concept development/language exposure; language practice; and applications. (KR)

ED 336 304 SO 021 263

Core Curriculum Outcomes: Elementary Social Studies, Grade K-3.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; *Core Curriculum; Democratic Values; *Elementary School Curriculum; Knowledge Level; Learning Activities; Primary Education; Skill Development; *Social Studies; State Standards; Student Educational Objectives
IDENTIFIERS- Michigan

These outlines of core curriculum outcomes for elementary social studies in grades K-3 in Michigan include each of the following areas for each grade level: core curriculum knowledge outcomes, core curriculum skill outcomes, core curriculum democratic values outcomes, and core curriculum civic participation outcomes. For each individual outcome several examples of learning activities designed to foster the specific outcome are given. (DB)

ED 336 349 SP 033 203

Dart, Barry C.; Clarke, John A.

Modifying the Learning Environment of Students To Enhance Personal Learning.

PUB DATE- Dec 90
NOTE- 45p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Sydney, New South Wales, Australia, December 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Learning; *Course Content; *Education Courses; Foreign Countries; Higher Education; High Schools; Independent Study; Journal Writing; *Learning Strategies; *Locus of Control; Preservice Teacher Education; Study Skills; Teacher Education Curriculum; *Teaching Methods
IDENTIFIERS- Australia; *Queensland University of Technology (Australia)

The aim of this project is to increase teacher education students understanding of the learning process by focusing on their own learning experiences. In 1990, 67 preservice teacher education students in 4 classes completed measures of academic locus of control, perceived competencies in self-directed learning, and study processes before and after a semester course in a specially designed program in educational psychology. The program focused on students taking a greater responsibility for their own learning by exposing them to a variety of learning experiences. These experiences include negotiation of the curriculum; self-, peer-, and collaborative assessment; and critical reflection on these and other learning experiences by means of an ongoing learning log. Results indicate an increase in academic locus of control for one class; an increase in perceived competence in a number of aspects of self-management in learning; and an increase in deep motive, achieving strategy, and deep approach to learning. These outcomes are discussed in terms of the congruence between these changes and the particular learning experiences to which the students were exposed. This paper concludes with a list of 35 references and 2 appendixes--"Items: Competencies in Self-Directed Learning Scale" and "Student Evaluation of Subject." (Author/IAH)

ED 336 369 SP 033 281

Colnerud, Gunnel

Teacher Professionalization: Ethical Issues and Dilemmas.

PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Decentralization; *Decision Making; Elementary Secondary Education; Foreign Countries; *Moral Values; *Social Values; *Teacher Response; Teacher Responsibility
IDENTIFIERS- *Professional Ethics; Sweden; *Teacher Professionalization

Decentralization of school systems is based on certain assumptions concerning the teaching profession. In the Swedish reform debate one assumption is put forth as a chief condition for successfully giving teachers more responsibility and power: there must be a common ground of professional norms, especially concerning internal and social values and the idea of knowledge, learning, and pupil development. In this paper the experiences of three teachers are analyzed in an effort to understand the content of teachers professional ethics. The experiences discussed were taken from written statements collected from 200 comprehensive teachers as part of a pre-study focusing on teachers own reports of ethical dilemmas as they have met them in their daily work. The three cases of ethical dilemmas in teacher practice are analyzed in terms of which social (and internal) values they affect. The social values addressed include: protection from injury, self-determination, privacy, and equality of opportunity. (IAH)

ED 335 941 FL 019 433

Chen, Guo-Ming
Intercultural Communication Education: A Classroom Case.
PUB DATE- May 91
NOTE- 22p.; Paper presented at the Annual Conference of the International Communication Association (Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Students; Comparative Analysis; *Cultural Awareness; *Curriculum Design; Higher Education; *Intercultural Communication; Questionnaires; *Speech Communication

This study was designed to examine how an intercultural communication course in speech communication affects students responses to intercultural communication. It was hypothesized that students would show significant differences after participating in the course. Students from an intercultural communication and research methods course were used as the compared groups in this study. The results of ANOVA showed that the hypothesis was supported. Limitations and directions for future research were discussed as well. (Author)

ED 335 986 HE 024 785

Jones, Elnetta Griffin; And Others
Martin Luther King Program: A Support System for Minority Students.
PUB DATE- Jul 91
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Advising; *Counseling Services; Educational Environment; Guidelines; Higher Education; *Mentors; *Minority Groups; Psychological Needs; Resources; Resource Staff; *School Orientation; Student Adjustment; *Student College Relationship; *Student Personnel Services; Student Welfare
IDENTIFIERS- *Shippensburg University PA

This guidebook describes the Martin Luther King Program at Shippensburg University of Pennsylvania, a program expressly created to provide services and resources to assist the minority student in coping with any adjustment problems that may be entailed in entering a predominantly white university in a rural community. The university s supplemental orientation program for minority students is briefly described and a schedule of activities is listed. This is followed by the school s academic calendar for 1991-92. Next, the university s mentoring program is explained, including: the mentor-initiated contacts for the school s fall 1991 and spring 1992 academic year; the responsibilities associated with both the mentors and mentorees; and strategies for effective mentoring. The guidebook then discusses counseling, academic advising, and the academic monitoring processes. The last two sections of the guidebook: (1) list and briefly describe the university s clubs and organizations of special significance to minority students, and (2) list the administrative and mentoring staff and the academic deans and undergraduate departments of the school and provide descriptions, locations, and purposes of the various campus services. Contains a 6-item bibliography. (GLR)

ED 336 006　　HE 024 826

Toward an Independent Solution: New Student Aid Resources for Independent Colleges. A Report of the Independent Solution Project.

PUB DATE- May 91

NOTE- 52p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Equal Education; Financial Support; *Fund Raising; *Government School Relationship; Higher Education; Information Management; Merit Scholarships; Minority Groups; *Private Colleges; *Private Financial Support; Scholarship Funds; *Student Financial Aid

IDENTIFIERS- *California

This report summarizes evidence of a decline in government financial aid to students attending independent colleges and universities that have made contributions to the state by providing the state economy with competent professionals, and by offering educational opportunity to members of ethnic minorities. However, a state policy commitment to these institutions has been eroded by inflation and budget competition. Six criteria for alternative private sector resources are that they must recognize the limits on family, college and student resources in meeting tuition; that they must further enhance the opportunities for low income and minority students; that selection of students should be based on merit; that there should be reciprocity with donors through recognition of their gifts; that initiatives should build on the educational strengths and autonomy of these institutions; and that the effort should clearly be feasible. In applying these criteria the report develops three models: (1) an annual coordinated state-wide collective fundraising campaign for aid to students; (2) a statewide scholarship program based on merit; and (3) an information and management service to monitor the program s effectiveness. Four tables are included; the appendixes provide descriptions of 11 additional alternatives and 8 model programs.

ED 336 026 HE 024 846

Gravely, Archer R.; Cochran, Thomas R.
The Use of Perceptual Data in the Assessment of Administrative Offices. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; Comparative Analysis; Employee Attitudes; Evaluation Methods; Higher Education; *Institutional Research; *Organizational Effectiveness; Rating Scales; Services; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- *AIR Forum

This paper describes a systematic method of obtaining evaluative feedback based on the perceptions of various campus constituencies of a small private liberal arts college s administrative offices. A study was performed, involving two surveys conducted three years apart and using similar forms and procedures. The survey instrument assessed three major dimensions: performance of functions; responsiveness; and overall contribution with the resources available. Both surveys included a random sample of students (1986 n=205; 1989 n=299), as well as faculty (1986 n=122; 1989 n=185), administrators (1986 n=32; 1989 n=99), and support staff (1986 n=158; 1989 n=183). Overall response rates were 78.0% in 1986 and 65.1% in 1989. Respondents provided their perceptions for 44 administrative offices and were asked to list the strengths and weaknesses of each office. Several comparative listings showing the overall performance ratings of the 44 administrative offices evaluated are provided, as well as the change in the ratings from 1986 to 1989. (GLR)

ED 336 044 HE 024 866

Smith, Theresa

Discipline Cost Indices and Their Applications. AIR 1991 Annual Forum Paper.

PUB DATE- May 91
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; Comparative Analysis; *Cost Indexes; Credits; Higher Education; Institutional Research; *Intellectual Disciplines; Peer Institutions; *Resource Allocation; State Universities
IDENTIFIERS- *AIR Forum; *University of Oklahoma Norman

This paper documents how the University of Oklahoma developed discipline cost indices which it then used in its budget allocation process. In order to overcome the interinstitutional comparison problems between universities which use different reporting and accounting methods, discipline cost indices were derived using data collected through the Big Eight Data Exchange to permit better unit costs comparisons between academic disciplines from institution to institution. Discipline unit costs are expenditures per credit hour or expenditures per weighted credit hour. By means of a formula these discipline cost indices along with standard cost units and average cost per student credit hour were used to produce budget allocations for each department. The results were then compared with the preceding year s actual allocations for each discipline. The differences ranged from a decrease of 62.6 percent for geosciences to an increase of 22.3 percent for architecture. The explanation and verification of these discrepancies was an important part of the formula allocation process. The university did not fully implement the formula budget in the first year because of the large adjustments which would have been required. However, the process did receive wide recognition among the faculty and helped to articulate the university s strategic goals. Fourteen references and five tables are included. (JB)

ED 336 063 IR 015 064

Blake, Cecil
Application of the New Information and Communication Technologies in Public Relations.
PUB DATE- Mar 91
NOTE- 20p.; Revised version of a paper presented at the Commonwealth Public Relations Conference (Abuja, Nigeria, September 24-26, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Computer Science; Databases; *Developing Nations; Electronic Mail; *Global Approach; *Information Management; *Information Technology; International Organizations; Organizational Effectiveness; Public Opinion; *Public Relations; Telecommunications; Teleconferencing

This paper discusses current information technologies and their applications, both real and potential, in the field of public relations. It is argued that public relations are more important than ever in view of global events that challenge the world s ability to handle problems related to public trust and confidence, and the telecommunications technology used to report these events. It is noted that computer networks, databases, teleconferencing, and electronic mail are but a few of the new technologies currently available to developing nations and to international organizations in general for use in the access, exchange, and management of information. A case study of the Hill and Knowlton company--which consists of 60 offices around the world--is cited to demonstrate that organizational effectiveness is based on access to information on a 24-hour basis through the use of one or more information technologies. It is concluded that a globally-linked system in the future, using new telecommunications technologies, will cause a major shift in focus in the public relations field from corporate structure to an international structure. (13 references) (DB)

ED 336 082 IR 015 101

Whitehead, Don J., Ed.
The Institute Bibliography 1990: Published and Unpublished Work by Members of the Institute of Educational Technology, 1990 and 1991 Supplement.
PUB DATE- 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Artificial Intelligence; Computer Assisted Instruction; *Distance Education; *Educational Technology; Foreign Countries; Higher Education; Information Technology; Instructional Materials; Interactive Video; *Publications
IDENTIFIERS- England

This annotated bibliography is introduced by a description of the work of the Open University s Institute of Educational Technology (IET), which is concerned with all aspects of the academic work of the Open University and, increasingly, in wider spheres through its consultancy work and program of workshops on open and distance learning. The 1990 edition and its 1991 supplement cover the years 1984-1991, and contain items submitted by members of IET in the areas of educational technology, artificial intelligence, information technology, instructional materials, interactive video, computer assisted instruction, and distance education in general. Each of the four sections in this edition and the supplement begins with an explanation of how the entries are arranged, and lists authors alphabetically. The sections are: (1) Published work (83 entries for the 1990 edition and 50 for the 1991 supplement); (2) Internal papers and reports (87 entries for 1990 edition and 57 for the supplement); (3) Lectures delivered outside the university (14 entries for the 1990 edition and 22 for the supplement); and (4) Reports to external bodies (12 entries for the 1990 edition and 8 for the supplement). Indexes by number, subject matter, and authors conclude both the 1990 and supplemental lists, and an announcement of the Institute s PDET Workshop Programme for 1991 is included in the supplement. (DB)

ED 336 102 IR 053 696

Amen, Kathleen L.
U.S. Documents in the Study of History. Academic Library Guide, Government Documents Series Number 5.
PUB DATE- 90
NOTE- 20p.; Academic Library Guide, Government Documents Series Number 5.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; College Libraries; *Government Publications; Higher Education; *History; *Library Collections; Library Materials; *Primary Sources; *Reference Materials
IDENTIFIERS- Saint Marys University of San Antonio TX

This is a guide to a select number of government publications contained in the library collection of St. Mary s University (Texas). The guide includes primary materials only in significant compilations or in long runs covering many years, and major secondary reference works, with particular emphasis on bibliographies. In addition, information is provided about publications of specific agencies, usually those with a limited scope, that may be of interest to the historian. The following types of documents have been included: (1) general guides, manuals, and bibliographies; (2) other general reference books and general series; (3) history of governmental institutions; (4) statistics; (5) biography; and (6) specialized topics (area studies, historic places, ancient history and archeology, social and labor history, history of science and technology, military history, and archives). Each entry title is followed by its call number and a brief annotation. A subject, title, and agency index concludes the guide. (MAB)

ED 336 123 IR 053 734

Service Excellence Task Force Report.

PUB DATE- 91
NOTE- 125p.; Barcharts on pages 15a and 16a contain faint type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Libraries; Higher Education; Library Personnel; *Library Services; Library Statistics; Library Surveys; *Policy Formation; Professional Recognition; Questionnaires; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- *State University of New York Buffalo

A task force was appointed to measure user satisfaction with library services, establish a university libraries service excellence philosophy and policy, bring the service excellence concept to the attention of every library employee, and recommend approaches for recognizing outstanding staff service. The members of the task force--two library faculty members, two professional staff members, and three classified staff members--developed a survey to measure user satisfaction with the library services. The final report of that survey makes up the major part of this report. It includes tabulated data and barcharts for each library unit and for the university libraries as a whole, as well as discussions of problems with the survey methodology and results, suggestions for further analysis, and recommendations for strategies for future evaluations of user satisfaction. A second section of the report presents the service philosophy and service statements developed by the task force. The report concludes with recommendations for a staff recognition and incentive program, a 35-item bibliography, and some thoughts on the importance of a service excellence attitude even in times of reduced and restrictive budgets. The questionnaire for the user survey is appended. (MAB)

ED 336 141 JC 910 414

Jones, Janet W.; Duffy, Donna K.
Activating Learning in the Classroom: Challenge, Collaborate, Celebrate.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Curriculum Development; Educational Strategies; *Faculty Development; *Instructional Innovation; *Program Descriptions; *Program Implementation; Seminars; Study Guides; *Teaching Methods; Two Year Colleges

The Activating Learning in the Classroom (ALC) program at Middlesex Community College (MCC) is a year-long instructional and professional development program in which eight professors representing each college division volunteer to re-develop a course that they plan to teach within a year to promote active learning. The program begins at the close of the spring semester with 5 full days of seminars and continues with weekly seminars in the fall. During the seminars, professors analyze their own styles of teaching, the thinking of their students, and the materials in their course. As the seminars progress, the participants record their insights about teaching and learning into a course guide for their students to use throughout the semester. Each guide consists of an introduction to the course, a course description, an explanation of the professor s goals and objectives, and a detailed syllabus. The guides also include a large section of reading questions on the course material and focus questions that relate the material to interdisciplinary and multicultural issues, and the students experiences. In addition, the guides include maps, calendars, text previews, cartoons, and directions for labs, journals, and papers. The guides serve three functions. First, they implement the ideas and information garnered in the ALC seminars. Second, they celebrate the particular creativity of each member of the faculty. Third, they provide a necessary concrete product that administrators can identify as the result of an instructional and professional development program. When asked to evaluate the ALC programs, each participating faculty member gave the program the highest ranking. (JMC)

ED 336 159 JC 910 436

Olp, Marshall; And Others

Appraisal of Faculty: Encouragement and Improvement in the Classroom.

PUB DATE- 14 Oct 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; Evaluation Criteria; Evaluation Methods; *Faculty Evaluation; Job Performance; Personnel Evaluation; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Effectiveness; *Teacher Improvement; Two Year Colleges

In 1989, under a mandate from both the North Central Association of Colleges and Schools and its own District Governing Board, Arizona Western College (AWC) began developing an institution-wide employee appraisal plan. A 12-member faculty task force, selected to represent a cross-section of the teaching population, was charged with designing the faculty appraisal system. The task force agreed to develop a system that would help faculty improve professionally while, at the same time, assessing the performance of faculty based on established job descriptions and standards. The results would be used as one factor in determining continued employment. To develop the appraisal system, surveys were administered to faculty asking them to define the various components of their jobs, to rank each component in terms of its importance, and to identify sources of appraisal information. Based on this information, student evaluation and faculty self-evaluation forms were developed. The rating forms can be scanned and computer processed, providing division chairs with a printout on which student mean scores and the faculty self-scores for each statement are reflected. The appraisal system was piloted in spring 1991 with a randomly selected group of faculty from each division. The pilot run was not intended to provide specific information about the faculty, but rather to work out any problems in the survey form instructions, or the data collection and analysis procedures. The pilot test yielded valuable information that the task force was able to use in making revisions to the overall system, including changes in the wording on the evaluation forms, and the elimination of redundant statements. The survey forms are included. (PAA)

ED 336 219 RC 018 259

Hartle-Schutte, David
Beating the Odds: Navajo Children Becoming Literate.
PUB DATE- 24 Apr 90
NOTE- 28p.; Paper presented at the Annual International Bilingual/Bicultural Education Conference (19th, Tucson, AZ, April 22-24, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Cultural Influences; Elementary School Students; *Family Influence; Grade 5; Intermediate Grades; *Literacy; *Reading Ability; Reading Achievement; Reading Tests; Reservation American Indians; *Student Development
IDENTIFIERS- *Navajo (Nation)

A retrospective ethnographic study examined the sociocultural environments of fifth-grade Navajo children who have become successful readers. During the second month of school, six fifth-grade teachers at Fort Defiance Elementary School on the Navajo Reservation identified 66 of their 150 students as successful readers, a judgment that was verified for 63 of the students by individual reading evaluation based on miscue analysis. This success rate is much higher than those commonly reported for Navajo children taking standardized achievement tests. Demographic and sociocultural data revealed that the development of literacy among these children was not prevented by home environment conditions, such as low income, single parenting, alcoholism, and employment, nor by linguistic differences or limited amounts of written material in the home. Open-ended interviews with 11 female and 4 male students and their parents, teachers, and principal identified the home, rather than the school, as the most important factor in the students development as successful readers. Within the home, the achievement of literacy was assisted by child-initiated activities and questioning and supportive adult responses, rather than by direct instruction. Two case studies detail some of the multiple paths to literacy in this Navajo community. This paper contains 22 references. (Author/SV)

ED 336 238 RC 018 314

Coe, Pamelia; Kannapel, Patricia
Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 92p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Boards of Education; *Community Attitudes; Curriculum; *Educational Change; *Educational Equity (Finance); Elementary Secondary Education; *Information Needs; Professional Development; School Administration; *Teacher Attitudes

IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990; Nepotism

The Kentucky Education Reform Act (KERA) of 1990 was adopted after the Kentucky Supreme Court declared the state s system of schools unconstitutional. The purpose of this study was to identify the sources of information about KERA and to describe community attitudes toward KERA in rural Kentucky school districts during the first few months the law was in effect. The data were gathered in six rural Kentucky school districts using structured interviews, conversations, study of documentary sources, and participant observation. Interviews were conducted with 171 people, including superintendents, central office staff, principals, counselors, teachers, classified employees, school board members, and parents and students. Most respondents were enthusiastic about KERA initiatives that were backed up with funding. They expected to implement KERA faithfully, and saw more factors facilitating than hindering reform. Enthusiasm was highest among those who were best informed about KERA and in districts where the leadership was positive about reform. Most school district professionals and school board members believed themselves to be adequately informed about KERA, while most classified employees, parents, and students did not. Problems in the early phases of implementation include continued funding difficulties and cronyism and patronage in some districts. The appendices include KERA timelines, interview protocols, and state-level contacts who advised researchers. (KS)

ED 336 327 SO 021 932

Course of Study for Upper Secondary Schools in Japan. Notification No. 163 of Ministry of Education, Science, and Culture.

PUB DATE- 83
NOTE- 196p.; For related documents, see SO 021 930-931.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agricultural Education; Art Education; Business Education; Course Content; *Course Objectives; *Educational Objectives; English (Second Language); Fisheries; Foreign Countries; Home Economics; Industrial Education; Japanese; Mathematics; Music Education; Nursing Education; Physical Education; Science Education; Secondary Education; Secondary School Curriculum; Second Language Instruction; Social Studies; Student Educational Objectives; Teaching Methods; Values

Education
IDENTIFIERS- *Japan

The course of study for students in upper secondary schools in Japan is outlined in this document. The first of three chapters puts forth the general provisions that a Japanese upper secondary school should seek to follow. Comprising the greater part of the volume, the second chapter outlines the objectives to be achieved in 18 subjects. For each of the 18 subjects (Japanese language, social studies, mathematics, science, health and physical education, art, foreign languages, home economics, agriculture, industry, business, fisheries, nursing, mathematical sciences, physical education, music, art, and English), an overall objective is listed followed by specific objectives and contents for each of the sub-sections that a subject may contain. For example, with lower level art education, each of the various sub-sections (music I, II, III; fine arts I, II, III; crafts production I, II, III; and calligraphy I, II, III) possess its own objectives and contents which are outlined. The third chapter is on special activities, listing objectives to be achieved in the homeroom, activities of students councils, activities of clubs, and school events. An extract from the enforcement regulations of the school education law is included in an annex. (DB)

ED 336 389 TM 016 104

Oakes, Jane; Faust, Douglas S.
Concurrent Validation of the Wechsler Preschool and Primary Scale of Intelligence--Revised (WPPSI) with the McCarthy Scales of Children s Abilities, and the Peabody Picture Vocabulary Test--Revised.
PUB DATE- Aug 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Comparative Testing; *Concurrent Validity; *Intelligence Tests; Preschool Education; *Test Validity; *Young Children
IDENTIFIERS- McCarthy Scales of Childrens Abilities; Peabody Picture Vocabulary Test (Revised); *Wechsler Preschool Primary

Scale Intelligence

The Wechsler Preschool and Primary Scale of Intelligence (WPPSI) has recently undergone a major revision and restandardization to update its 20-year-old norms, extend the age range down to age 3 and up to age 7 years, update and revise its test items, and increase its appeal to young children. This paper presents the results of a concurrent validation study comparing the performance of 33 preschool children, aged 48 to 60 months, on the revised WPPSI (WPPSI-R) and on the McCarthy Scales of Children s Abilities (MSCA) and the Peabody Picture Vocabulary Test--Revised (PPVT-R). A relatively high level of parental education and economic status made the sample not representative of the general population. Subjects were administered the WPPSI-R on one day and the MSCA and PPVT-R on another day, never more than 26 days later. Scores obtained on all measures were compared through Pearson product moment correlations and t-tests of the paired mean differences for the total sample. Analysis of variance techniques were used to evaluate the potential impact of order of administration or gender on test outcomes. Mean performance on each instrument was within the average range for the sample. Results suggest that the WPPSI-R samples cognitive function in a manner similar to the MSCA for this age range. The diminished intercorrelation with the PPVT-R may reflect the restricted range of the current sample or may reflect substantial differences in what the two tests measure. Five tables present study data. A 20-item list of references is included. (Author/SLD)

ED 336 409 TM 017 163

Morgan, Rick
Cohort Differences Associated with Trends in SAT Score Averages.
College Board Report No. 91-1.

PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Class Rank; *Cohort Analysis; College Entrance Examinations; Comparative Testing; *Educational Trends; English; *Ethnic Groups; High Schools; High School Students; Longitudinal Studies; Mathematics Tests; Scores; *Sex Differences; Statistical Data; Student Records; Test Results; Trend Analysis; Verbal Tests
IDENTIFIERS- *Change Analysis; *Mean (Statistics); Native Language; Scholastic Aptitude Test; Test of Standard Written English

The impact of cohort changes with regard to ethnic group, gender, class rank, and first language learned on yearly average Scholastic Aptitude Test (SAT) and Test of Standard Written English (TSWE) scores was studied. All examinee records, including student test scores and student responses to the Student Descriptive Questionnaire, in the College Board Seniors data sets for 1985 and for 1987 through 1990 were analyzed. Data are provided in the following categories: ethnic group (American Indian, Asian-American, Black, Hispanic, White, and other), gender (52% female and 48% male for each of the 5 years studied), class rank (top 10th, second 10th, second fifth, third fifth, fourth fifth, and fifth fifth), and first language learned (English, English and another, and another). Regression and cross-classification analyses were conducted. Both analyses adjusted test score means based on common cohorts of students. The SAT and TSWE means for the last 3 years may have been higher if changes in the cohort had not occurred. Approximately half of the decline in SAT verbal (SAT-V) scores was associated with cohort change. Average SAT mathematics (SAT-M) scores could have risen by three points, rather than remaining constant, if the 1987 and 1990 cohorts had remained the same. Two figures and three data tables are included. Three appendices list the means of students cross-classified by gender, ethnic group, and class rank for SAT-V, SAT-M, and TSWE. (RLC)

ED 336 305 SO 021 264

Drahn, Anissa; And Others
The Goldfinch Index 1975-1990.
PUB DATE- 90
NOTE- 30p.; For related documents, see ED 328 475, ED 319 641, ED 314 356, ED 314 306, ED 309 131, ED 289 779, and ED 270 342.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; History Instruction; *Indexes; *Periodicals; Social Studies; *State History
IDENTIFIERS- *Iowa

An instructional guide on how to use an index introduces this 15 year index to "The Goldfinch," a magazine of Iowa history for young people. The index includes persons and subjects that have appeared in the publication from 1975-1990. A list of the main topics featured in each issue also appears. (DB)

ED 335 942 FL 019 445

Wasney, Trudy; Wilde, Jeffrey
Bilingual Program Report 1986-87. Publication No. 510.
PUB DATE- 87
NOTE- 259p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Enrollment; *Evaluation Methods; Language Fluency; Language Teachers; *Limited English Speaking; Native Language Instruction; Program Descriptions; *Program Evaluation; *Student Evaluation; Surveys
IDENTIFIERS- *Los Angeles Unified School District CA

This report provides information on the Bilingual education programs in the Los Angeles Unified School District (LAUSD), and describes the students, teachers, and administrators participating in these programs for 1986-87. The report summarizes information provided by the schools within the LAUSD, the outcomes of the identification and assessment of bilingual students, and the results of a survey conducted to gather information about the District s bilingual programs and participants. The Bilingual Program Survey gathers information on the following aspects of the District s classrooms: (1) classroom programs operating in 1986-87 (including bilingual, English-as-a-Second-Language and individual learning programs); (2) student enrollment in these programs; (3) teacher fluency; and (4) primary language instructional support available to program participants. Appended materials include identification and assessment procedures; information tables on general, elementary, secondary, and special education programs; and survey forms and instructions. (JL)

ED 336 180 PS 019 675

Paulson, Sharon E.; Slavin, Lesley A.

Maternal Employment and Adolescent Achievement: Effects of Demandingness, Responsiveness, and Commitment to Achievement.

PUB DATE- Apr 91
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Child Rearing; Discipline; *Employed Parents; Fathers; High Schools; *High School Students; Job Satisfaction; Mother Attitudes; *Mothers; *Parent Student Relationship; Sex Differences; Social Differences; Student Attitudes
IDENTIFIERS- *Parent Commitment; *Parent Responsiveness

This study examined the influences of three parenting variables on children s school achievement: commitment to children s school achievement, demandingness, and responsiveness. The study also examined the influence of maternal employment and satisfaction with employment on the three parenting variables and on children s achievement. Questionnaires completed by 79 ninth-graders measures parenting variables and school achievement; questionnaires completed by mothers measured maternal employment and employment satisfaction. In working class families, maternal and paternal demandingness, responsiveness, and commitment were related to boys , but not girls , achievement. There was no relationship in middle class families. Maternal employment was not related to school achievement. Maternal satisfaction with employment was related to school achievement for boys. For mothers who were not employed, maternal employment satisfaction was related to demandingness. A list of 21 references is included. (BC)

ED 336 201 PS 019 865

Beyond Rhetoric: A New American Agenda for Children and Families. Final Report of the National Commission on Children.

PUB DATE- 91

NOTE- 554p.; Photographs may not reproduce well.

LANGUAGE- English

EDRS Price- EDRS Price - MF02/PC23 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Adolescents; At Risk Persons; Child Development; Child Health; *Childhood Needs; Children; *Child Welfare; Educational Quality; Family (Sociological Unit); Family Characteristics; *Family Programs; *Federal Programs; Moral Values; Poverty; *Public Policy; Social Change; Social Indicators; *Social Responsibility

IDENTIFIERS- Income Security

This report presents the findings, conclusions and recommendations of the National Commission on Children. The report is prefaced by a statement by the commission chairman, Senator John D. Rockefeller, and an executive summary. The first part of the report discusses issues relating to the development of a national policy on children and families. Chapters in this part concern: the high cost of failure to provide for the needs of America s children; the changing American family; child development; and principles for taking action on behalf of children. The second part proposes an agenda for the 1990s. Chapters in this part concern: ensuring income security; improving children s health; increasing educational achievement; supporting the transition to adulthood; strengthening and supporting families; protecting vulnerable children and their families; making policies and programs work; and creating a moral climate for children. The third part discusses the process of building the necessary commitment for the future of America s children. A series of appendixes presents background tables on the effects of income security policies, projections of program costs, views of interested individuals, and additional related materials. (BC)

ED 336 279 SE 052 301

Wright, Emmett L.; Nassar, Ita
An Assessment of Factors Related to the Attrition and Retention of Science and Mathematics Teachers in Kansas.
PUB DATE- 8 Apr 91
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; College Mathematics; College Science; Higher Education; Mathematics Education; *Mathematics Teachers; Science Education; *Science Teachers; Secondary Education; *Teacher Education Programs; Teacher Employment; Teacher Expectations of Students; *Teacher Persistence; Teacher Qualifications; Teacher Salaries; *Teacher Shortage
IDENTIFIERS- *Kansas

A significant problem for many schools in the United States is the shortage of qualified mathematics and science teachers entering the profession; this, in turn, is having an adverse effect on the quality of education. The purpose of this study was to survey the 320 mathematics and science education graduates (40% responded) from Kansas State University (KSU), from the years 1975-1988, in order to determine the factors that may have contributed to their leaving or never entering the teaching profession. In addition, the survey provided information for the College of Education at KSU to consider in its efforts to improve the teacher education program. Included is an introduction, methodology, conclusion, recommendations to KSU, and recommendations for further studies. (The document includes 16 tables and 15 references.) (KR)

ED 336 370 SP 033 283

Rice, Karla K.
Cross-Cultural Work Environments: Fusions of Histories and Traditions among Newcomer Teachers to California.
PUB DATE- Apr 91
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); Cultural Exchange; *Cultural Pluralism; Elementary Secondary Education; *Hermeneutics; *Intercultural Communication; Public School Teachers; School Districts; *Socialization; Teaching Experience
IDENTIFIERS- California; Pacific Rim; *Transition Time

This study was conducted to examine the transition of newcomer teachers from Pacific Rim countries as they entered selected California school settings. Twelve teachers from China, Hong Kong, Korea, Mexico, and Vietnam were the research participants, and all had had prior teaching experience in their native countries. As the researcher and the participants examined teaching histories, traditions, and strategies for action, three primary categories for analysis emerged: liminality, (those moments of cultural transition when the individual is between established patterns of thought and behavior), communitas (unstructured communion of equal individuals), and the fusion of horizons (self-awareness), categories prominent in hermeneutical theory. A survey instrument and an interview protocol were designed to provide data about participants experiences as they negotiated their transitions into new professional environments. Newcomer teachers reported experiences in three general domains: (1) the culture at large; (2) the new school environment; and (3) the classroom. Similar experiences were often reported, so certain themes such as classroom management, the role of the teacher, and class size recurred throughout. Implications of the study include: sufficient time must be allowed for the newcomer to become acquainted with the new situation; atttention must be paid to the ways the culture of schools is transmitted and to the cultural messages being transmitted; and ways of providing peer relationships and problem-solving opportunities through dialogic interaction need to be developed. Areas for future research are also discussed. (LL)

ED 335 965 FL 019 564

Riego de Rios, Maria Isabelita

A Composite Dictionary of Philippine Creole Spanish (PCS).

PUB DATE- 89

NOTE- 218p.; Dissertation, Ateneo de Manila University. The editor of "Studies in Philippine Linguistics" is Fe T. Otanes. The author is a Sister in the R.V.M. order.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- *Creoles; Dialect Studies; Dictionaries; English; Foreign Countries; *Language Classification; Language Research; *Language Variation; Linguistic Theory; *Spanish

IDENTIFIERS- *Cotabato Chabacano; *Philippines

This dictionary is a composite of four Philippine Creole Spanish dialects: Cotabato Chabacano and variants spoken in Ternate, Cavite City, and Zamboanga City. The volume contains 6,542 main lexical entries with corresponding entries with contrasting data from the three other variants. A concluding section summarizes findings of the dialect study that led to the dictionary s writing. Appended materials include a 99-item bibliography and materials related to the structural analysis of the dialects. An index also contains three alphabetical word lists of the variants. The research underlying the dictionary s construction is seen as documentation of the validity of Cotabato Chabacano as a variant of the Philippine Creole Spanish. (MSE)

ED 335 987 HE 024 786

Corak, Kathleen

Campus Governance Models at Work: Goal Setting and Decision Making in "Joint Big Decisions Committees."

PUB DATE- 15 Jul 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Society for College and University Planning (Seattle, WA, July 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Case Studies; Colleges; *Committees; Comparative Analysis; Decision Making; Evaluation; *Governance; *Higher Education; Leadership; *Management Systems; Models; *Policy Formation; Universities
IDENTIFIERS- Joint Action; *Joint Big Decision Committees

This paper, part of a larger study on the emergence of the Joint Big Decisions Committee (JBDC) in higher education management practices, focuses on how the JBDC has functioned in light of existing organizational governance models. The paper begins with a literature review which presents and discusses various management model types. These model varieties, each of which is considered a distinctly different approach to organizational theory, are as follows: bureaucratic; rational choice, decision process, collegial, political, and cultural. In addition, the results of a study that examined the JBDC process on four campuses (the University of Montana, Missoula; Georgia Southern College, Statesboro; Shippensburg University, Pennsylvania; and West Virginia University, Morgantown) are provided. The study examines and compares the patterns of the JBDC decision-making process on these campuses in order to address whether or not the JBDC actually represented a new model of governance. The leadership of the JBDC on these campuses is also analyzed as to its overall effectiveness in accomplishing the goals of the institution and working within the organizational structure. Recommendations are offered for university presidents who may be considering the implementation of a JBDC. Contains 31 references. (GLR)

ED 336 007 HE 024 827

Reaching Each Student: National Challenge and Organizational Commitment. Addresses to the College Board National Forum, October 31-November 2, 1990, Boston, Massachusetts.

PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Admission Criteria; *Blacks; *College Athletics; College Students; Education Work Relationship; *Equal Education; Higher Education; *Labor Force; *Minority Groups; *School Business Relationship; Test Construction; Test Use
IDENTIFIERS- Business Role; *College Entrance Examination Board

Four speakers addressed the College Board National Forum on "Reaching Each Student" in the Fall of 1990 in Boston, Massachusetts. John F. Akers, Chairman of the Board at International Business Machines in his speech "Reaching Each Student: A Business Perspective" challenged the College Board to work with American business to change the educational scene and to meet the needs of citizens both today and in the future. Arthur Ashe, an author and television tennis commentator, spoke from a personal viewpoint about college athletes, academic standards and, in particular, African Americans. The president of Harvard University, Derek C. Bok, gave a speech entitled "Beyond Prediction: New Possibilities in Assessment." In it he discussed the recommendations of a current review of the College Board and its work which includes developing alternative testing formats, attention to the concerns of ethnic groups, and tests for non-native English speakers. Finally, Donald M. Stewart addressed the College Board s Annual Business Meeting by reviewing the ways in which the programs and services of the College Board reach each student. In particular he asked all associated with the College Board to make a commitment to the College Board s Equity Agenda. (JB)

ED 336 027 HE 024 847

Tesfagiorgis, Gebre H.
The Legitimacy of Statistical Evidence in Discrimination Lawsuits in the Context of Employment in Higher Education. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Court Litigation; Employees; *Equal Opportunities (Jobs); Higher Education; Laws; *Multiple Regression Analysis; Personnel Selection; Promotion (Occupational); *Social Discrimination; *Statistical Analysis
IDENTIFIERS- *AIR Forum; *Civil Rights Act 1964 Title VII; Supreme Court

This paper examines the use of statistical evidence, specifically regression analysis, in employment discrimination cases on college and university cases. Sections of the paper provide the following: (1) a description of regression analysis focusing on the specific features that make it appropriate for use in discrimination lawsuits; (2) a review of the basic legal principles and other factors which lend legitimacy to the use of statistical evidence in employment discrimination cases; (3) an examination of the status of current law in employment discrimination, including affirmative action, in the context of which statistical evidence is used; and (4) a discussion of the implications of this emerging law for university administrators in general and institutional researchers in particular. Two Supreme Court rulings (Bazemore v. Friday, Watson v. Fort Worth Bank) are noted as addressing the use of statistical techniques. General observations reveal that multiple regression analysis has emerged as the most common statistical technique used to prove the existence or the absence of discrimination in employment decisions. It is noted that the ability of multiple regression analysis to generate various tests for judging the statistical and legal significance of its results renders it a powerful and indispensable tool for the adjudication of Title VII cases in higher education. Forty-three footnotes are attached. (GLR)

ED 336 083 IR 015 102

Grand Challenges: High Performance Computing and Communications. The FY 1992 U.S. Research and Development Program.

PUB DATE- 91
NOTE- 64p.; Report by the Committee on Physical, Mathematical, and Engineering Sciences to supplement the President s Fiscal Year 1992 budget. For related documents, see ED 332 693-694, IR 015 103, IR 015 105, IR 015 125, and IR 015 204.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Computer Software; Economic Opportunities; Elementary Secondary Education; *Federal Programs; Higher Education; Human Resources; *Information Technology; National Security; *Research and Development; Science and Society; *Technological Advancement
IDENTIFIERS- *High Performance Computing; *National Research and Education Network; Supercomputers

This report presents a review of the High Performance Computing and Communications (HPCC) Program, which has as its goal the acceleration of the commercial availability and utilization of the next generation of high performance computers and networks in order to: (1) extend U.S. technological leadership in high performance computing and computer communications; (2) provide wide dissemination and application of the technologies both to speed the pace of innovation and to serve the national economy, national security, education, and the global environment; and (3) spur gains in U.S. productivity and industrial competitiveness by making high performance computing and networking technologies an integral part of the design and production process. An executive summary, which opens the report, is followed by four chapters: (1) Program Goals and Overview (program description, needs and benefits, and program execution strategy); (2) HPCC Program Components (High Performance Computing Systems, Advanced Software Technology and Algorithms, the National Research and Education Network--NREN--and Basic Research and Human Resources); (3) Program Development and Agency Budgets (program planning, evaluation criteria, and agency program descriptions for the Defense Advanced Research Projects Agency, Department of Energy, National Aeronautics and Space Administration, National Science Foundation, National Institute for Standards and Technology, National Oceanic and Atmospheric Administration, Environmental Protection Agency, and the National Library of Medicine; and (4) Grand Challenge and Supporting Technology Case Studies (forecasting severe weather events, the study of cancer genes, predicting new superconductors, air pollution, aerospace vehicle design, energy conservation and turbulent combustion, microsystems design and packaging, the earth s biosphere, high speed networks, and education using the NREN. Eight figures and a glossary are included. (DB)

ED 336 306 SO 021 265

Parker, Franklin
Robert Michels (1876-1936), Political Sociologist and Economist.
PUB DATE- 15 Mar 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Annotated Bibliographies; Democracy; Economics; Political Parties; Political Science; Social Sciences; *Social Scientists; Sociology; World History
IDENTIFIERS- *Michels (Robert)

A biographical sketch of Robert Michels (1876-1936), a political sociologist and economist who taught in Germany, Switzerland, Italy, and the United States is presented. In his best known work, "Political Parties: A Sociological Study of Oligarchical Tendencies of Modern Democracy," he put forth his "iron law of oligarchy" which purported to explain how political parties inevitably become undemocratic and elitist. A reference list includes Michels s writings, books in which Michels s ideas are mentioned, and biographical sketches. (DB)

ED 336 350 SP 033 215

Parker, Franklin
U.S. Teacher Education Reform (Goodlad and Holmes Group 1990 Reports): Commentary on Four New Books.
PUB DATE- 15 May 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Book Reviews; College School Cooperation; *Educational Change; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *School Role; Schools of Education; *Teacher Centers
IDENTIFIERS- Centers of Pedagogy; *Goodlad (John I); *Holmes Group Report; Professional Development Schools

This paper comments upon some of the major issues which are addressed in four books that focus on the current state of teacher education and the need for reform of teacher education. Three of the books are based upon a 5-year study directed by John I. Goodlad: "Places Where Teachers Are Taught," "The Moral Dimension of Teaching," and "Teachers for Our Nation s Schools." The fourth book is the Holmes Group report, "Tomorrow s Schools: Principles for the Design of Professional Development Schools." The focal points of this commentary are the Goodlad proposal for centers of pedagogy, the Holmes Group proposal for professional development schools, and the role that these institutions might play in educational reform. Centers of pedagogy and professional development schools are compared to teaching hospitals for medical student interns. These schools are seen as key components in reforming teacher education. (IAH)

ED 336 045 HE 024 867

Hollings, Ann

A Method for Assessing the Impact of Individual Course Marks on Overall Freshman Student Performance. AIR 1991 Annual Forum Paper.

PUB DATE- May 91

NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Chemistry; College Freshmen; *Difficulty Level; *Grade Point Average; Grading; Higher Education; Introductory Courses; Profiles; Science Instruction; *Statistical Analysis

IDENTIFIERS- *AIR Forum; *University of Guelph (Ontario)

Academic records of first year students enrolled in Introductory Chemistry at the University of Guelph, Canada, were used to develop a method to examine the effects of individual courses on freshman academic performance. At the center of the technique is a new test statistic useful in creating individual course profiles. Because grade point averages for describing academic performance can be misleading, Introductory Chemistry was selected as a test case because its reputation as a difficult course might readily produce effects on grade averages. The study used data from 11 years (1980-1990) of grade records for full-time first year students (N=10,184). Initial analysis demonstrated that having Introductory Chemistry in a timetable will on average decrease a student s average by .6 to 1.4 percent. However, that was found to be a relatively useless fact. Consequently a new formula was developed for determining how much the chemistry grade deviated from the average of the student s other grades. The resulting simple mathematical formula produced a statistic which was found to describe the effects of individual course grades on overall student performance while being intuitively sensible and easy to use. The paper includes 3 tables, 3 figures and 12 references. (JB)

ED 336 064   IR 015 068

Technological Innovation and Life-Long Education. The International Symposium on University Distance Education (2nd, Chiba, Japan, October 19-20, 1989). Report on Multimedia Education 21.

PUB DATE- Jul 90
NOTE- 145p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Continuing Education; *Distance Education; Educational Innovation; Educational Technology; Foreign Countries; Higher Education; International Cooperation; International Educational Exchange; *Lifelong Learning; *Multimedia Instruction; *Open Universities; Social Development; *Telecommunications
IDENTIFIERS- Asia; Pacific Region

This document is a report of the proceedings of a symposium on university distance education and innovations in telecommunications designed to provide a forum for the exchange of ideas among administrators, educators, and researchers representing various organizations and nations. It is noted that, in Asia and the Pacific region in particular, many countries are making extraordinary efforts to inaugurate new open universities utilizing, to a greater or lesser degree, telecommunication technologies. The following are included in the proceedings: (1) opening remarks by Kan-ichi Miyaji; (2) the keynote speech, "Life Long Learning and Technological Innovation," by T. R. Morrison; (3) "Broadcasting, Telecommunication and Social Development" (panel discussion chaired by Hidetoshi Kato); (4) "Application of New Media and Its Relationship to Guidance in Schooling" (panel discussion chaired by Takashi Sakamoto); and (5) "Technological Innovation and Life-Long Education--The Present and Future of Distance Education" (summarizing session of the entire symposium chaired by Moto-o Kaji). Participants in the symposium represented the University of Queensland (Australia); Athabasca University (Canada); the University of the Air, the National Institute of Multimedia Education, Tokyo Institute of Technology, the NEC Institute of Management, Ltd., Shinshu University (Japan); Sukhothai Thammathirat Open University (Thailand); the International Centre for Distance Learning (United Kingdom); and the National University Teleconference Network and California State University, Chico (United States). (DB)

ED 336 103 IR 053 697

Sineath, Timothy W., Ed.
Library and Information Science Education Statistical Report 1991.
PUB DATE- Jun 91
NOTE- 340p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data
(110),Numerical/Quantitative Data (110)
DESCRIPTORS- Curriculum; Doctoral Programs; Enrollment; *Faculty; Faculty Promotion; Financial Policy; *Graduate Students; *Graduate Study; Higher Education; *Library Education; *Library Schools; Masters Programs; *Professional Continuing Education; Scholarships

This twelfth edition of the annual Association for Library and Information Science Education (ALISE) statistical report presents comprehensive statistical information and analysis about graduate library and information science education in the United States and Canada. The edition is divided into six sections: (1) Faculty (salary, gender, age, rank, promotions, and degrees of deans and directors, new, part-time, and tenured faculty); (2) Students (profiles students and recent graduates and reports selected financial data); (3) Curriculum Data; (4) Income and Expenditures (presents information about the financial status of graduate programs of library and information science); (5) Continuing Education (profiles continuing professional education activities and their management characteristics); and (6) Summary and Comparative Analysis. It is concluded that, in general, there is considerable health among the schools as a group as enrollments are increasing, curricular and program enhancement is widespread, and financial support is generally keeping pace with academia. It is noted, however, that substantial variation exists among the schools in terms of general health and prognosis for the future. It is suggested the 1990s are likely to be increasingly characterized by greater variations among the schools. (MAB)

ED 336 124 IR 053 735

Miller, J. Hillis
Preserving the Literary Heritage: The Final Report of the Scholarly Advisory Committee on Modern Language and Literature of the Commission on Preservation and Access.
PUB DATE- Jul 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Evaluation Criteria; Futures (of Society); Higher Education; *Library Collections; Literary Genres; Microfilm; Modern Languages; *Preservation; Scholarship; *Selection; *Twentieth Century Literature; *Use Studies

From the earliest discussions of the nationwide preservation challenge, it has been clear that neither time nor financial resources would permit the salvaging of all the books at risk. As a consequence, selection strategies are of paramount concern. To provide the scholarly perspective for these essential deliberations, the Commission on Preservation and Access has charged the Committee on Modern Language and Literature with the task of determining how scholars in this particular field use library materials in study and research, the types or genres of books and journals that are likely to remain of greatest importance and of least importance, and which strategies might make the selection-for-preservation process more effective for the needs of future scholars. This report, which marks the culmination of 18 months of such study by the committee, presents summaries of the types of preservation issues that were faced and the basic principles, recommendations, and actions which emerged from the committee s discussions. (MAB)

ED 336 142 JC 910 415

Peregrym, Jill; And Others
Using Paradigm Case Analysis To Foster Instructor Development.
PUB DATE- May 91
NOTE- 37p.; Paper presented at the National Institute for Staff and Organizational Development Annual National Conference on Teaching Excellence (13th, Austin, TX, May 19-22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *College Faculty; Community Colleges; *Critical Incidents Method; *Faculty Development; Foreign Countries; Higher Education; Instructional Improvement; Models; Problem Solving; *Teacher Effectiveness; *Teacher Improvement; Teaching Experience; Two Year Colleges
IDENTIFIERS- *Paradigm Case Analysis

Paradigm Case Analysis (PCA) is a method of increasing instructor effectiveness through the gathering of narratives of critical teaching incidents and experiences from proficient instructors and their analysis in group discussions. Critical Incidents (CI s) may include those in which the instructor s intervention made a significant difference in the learning outcome, or an incident that the instructor feels captures the quintessence of teaching. The first step in applying PCA is the collection of cases for discussion which can be achieved through advertising in a college newspaper or by approaching instructors on an individual basis. Once identified, proficient instructors narrate their CI on a questionnaire form. The form provides information on what constitutes a CI and what to include in their narrative description. Once paradigm cases are assembled, groups of up to 12 instructors meet in a workshop setting to analyze the CI s and to validate them in comparisons with literature on expert teaching. Following a discussion of PCA theory and application, this guide presents the following sample narratives about critical incidents in two-year college teaching submitted by Selkirk College (Canada) instructors: (1) "Supervision of a Nursing Student during Preparation of an Intravenous Medication; (2) "Giving Negative Feedback to a Student with Low Self-Esteem; (3) "An Issue of Professionalism and Patient Safety"; (4) "The Distraught Sociology Student"; (5) "Two Examples of Teaching Techniques: The Semi Colon and Loneliness"; (6) "Psychological Barriers and a Student s Potential"; (7) "A Student Has Doubts"; (8) "A Mature Student Returns to School"; (9) "An Angry Student"; and (10) "Making Early Contact with Home Study Students Taking English 110." A 12-item annotated bibliography and transparency miniatures for a presentation on PCA are included. (PAA)

ED 336 160 JC 910 437

O Donnell, Nancy; Shaver, Lisa
The Use of Role Play To Teach Communication Skills.
PUB DATE- Mar 90
NOTE- 8p.; Paper presented at National Conference on Successful College Teaching (14th, Orlando, FL, March 1-3, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Communication Skills; Community Colleges; Group Dynamics; Improvisation; *Learning Activities; *Learning Strategies; *Nursing; *Nursing Education; Perspective Taking; *Role Playing; Teaching Methods; Two Year Colleges
IDENTIFIERS- *J Sargeant Reynolds Community College VA

Role play (a dramatic technique in which individuals improvise behaviors that illustrate acts expected of persons involved in defined situations) has several advantages for the classroom. Role play: (1) involves little or no additional instructional costs; (2) allows students to practice behaviors and skills; (3) closes the gap between training and real-life; (4) allows for immediate instructor feedback; and (5) can be used to motivate students and change attitudes. The steps to conducting a role play include deciding on the skill/behavior to be learned; developing a scenario; assigning character roles; giving participants and observers specific jobs; conducting a brief warm-up; running the scenario; and holding a debriefing to discuss role-play interactions and behaviors (rather than students acting ability). At J. Sargeant Reynolds Community College (JSRCC), role play is utilized in a pediatric nursing course to enable students to demonstrate their acquisition of specific nursing skills before they provide direct nursing care to pediatric patients. The most common scenario involves the nursing student explaining a medical procedure that will be performed on a child to the child s mother (played by the faculty member). Students not only demonstrate procedural knowledge, but also develop interpersonal communication skills. Role play is also utilized in group situations to discuss moral and ethical aspects of nursing, and to give students a sense of the duties of charge nurses responsible for a group of student nurses by having students simulate their role. Other professional fields could also benefit from role play techniques at the training level. (PAA)

ED 336 220 RC 018 282

Treatment of Farm Families under Need Analysis for Student Aid. Final Report.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Family Financial Resources; *Family Income; *Farmers; *Federal Aid; Financial Aid Applicants; Higher Education; *Need Analysis (Student Financial Aid); *Student Financial Aid
IDENTIFIERS- *Pell Grant Program

In response to Congressional request, this report compares the treatment of student financial aid applicants from farm families and non-farm families under two need-analysis formulae. Both the need-analysis methodology for Pell Grants and the Congressional Methodology (CM) for other federal aid calculate ability to pay as a function of income and net assets. Data samples included over 40,000 Title IV applicants seeking federal student aid in both 1987-88 and 1988-89. Also examined were selected literature on farm finances, definitions of farm income by the Internal Revenue Service (IRS) and U.S. Department of Agriculture, cross-year changes in reported income and assets, and farm borrowing restrictions. This report concludes that the current system of need analysis for federal student aid is reasonably fair and does not systematically treat farm families differently from other groups. However, minor or random discrepancies may arise from the large cross-year variability in the financial condition of some farm families, from IRS income definitions, and from borrowing limits on farmers. The Pell formula provides a higher asset protection allowance for farms than for other businesses. On the other hand, the CM formula provides an age-based asset reserve. This report includes 16 bar graphs, explanations of research methodology, and suggestions for identifying farmers prone to great variability in income. (SV)

ED 336 239 RC 018 318

Epperley, Linda A.
Protecting Our Youth, Preserving Our Future: Sovereignty s Impact on Children in Need of Treatment.
PUB DATE- 91
NOTE- 20p.; Paper presented at Sovereignty Symposium IV, "The Circles of Sovereignty" (Oklahoma City, OK, June 11-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Child Custody; Child Health; *Child Welfare; *Community Responsibility; *Culture Conflict; *Mental Disorders; Mental Health; Problem Children; Psychiatric Services; Psychological Services; *Tribal Sovereignty
IDENTIFIERS- Indian Child Welfare Act 1978; Indian Health Service; *Oklahoma

Under Oklahoma s new "in need of treatment" (INT) procedure, juvenile commitments have increased 10 times since 1983. About 8% of commitments are American Indian children. Generally, the mental health dilemma of Indian communities is characterized by multiple and interacting problems, acute symptoms masked by related problems such as alcoholism or delinquency, diagnoses complicated by different cultural values and symptom patterns, the pervasiveness of depression in Indian communities, and tendencies to experience psychological problems as physical illness. Studies suggest that Indian adolescents have more serious problems than youth of other races with respect to developmental disorders, post-traumatic stress disorder, identity disorder, depression, suicide, anxiety, substance abuse, and adjustment or behavior disorders. Environmental risk factors include otitis media, fetal alcohol syndrome, child abuse and neglect, parent alcoholism, and early death of parents. However, only 1-2% of the Indian Health Service budget goes to mental health services. When Indian children receive therapy, it may be based on white cultural assumptions that overlook cross-cultural value differences. Current INT programs threaten Indian communities in two major ways--by not meeting the treatment needs of Indian children, and by removing youth from Indian communities at an alarming rate. Sovereignty can provide a solution through enhanced enforcement of the Indian Child Welfare Act (recognition that INT procedures are in fact foster care placements), and through service agreements with state agencies to develop tribal mental health services and home-based care programs. (SV)

ED 336 258 SE 052 143

Iuele, Patricia
Representation and Feedback in the Formation of a Physical Science Concept.
PUB DATE- Apr 91
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; Cognitive Development; *Concept Formation; Feedback; Field Dependence Independence; High Schools; High School Students; *Misconceptions; Models; Observation; *Physical Sciences; *Prediction; Science Education; Scientific Concepts; Secondary School Science; Student Characteristics; Thinking Skills

The main purposes of this study were to determine: (1) how high school students represent the physical phenomena of phase changes; (2) how they modify their representation of these physical phenomena to accommodate new observation; (3) what factors lead to student difficulty in modifying representations; and (4) how the field-dependence/independence construct relates to the character of the models and receptivity to feedback. A videotape was prepared of five experiments that involved the phenomena of phase change under various conditions. An introductory question about solids, liquids, and gases was asked to determine recall independent of context. Then for each experiment the subject was shown the apparatus and was asked what will happen when a certain procedure is carried out. The subject was then asked to justify his or her answer. The subject then observed the experiment and was asked to describe everything that he or she observed. At the conclusion of the experiment, the subject was asked if the prediction was accurate. The population was composed of 20 above-average high school students in a suburban high school. It was found that students theories were often fragmented and "unscientific." When they differed from those of the expert, they fell into one or more of five categories, i.e., they were based on macro-level properties, unacceptable scientific theories, inappropriately applied theories, internally inconsistent explanations, or "rule" based justifications. (18 references) (Author/KR)

ED 336 328   SO 030 019

Teaching Materials about the U.S. Constitution.

PUB DATE- 90

NOTE- 241p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizenship Education; Civics; *Constitutional History; *Constitutional Law; Elementary Secondary Education; Instructional Materials; Law Related Education; Learning Activities; Social Studies; Teaching Guides; Teaching Methods; United States History

IDENTIFIERS- Supreme Court; *United States Constitution

Issued by the Commission on the Bicentennial of the United States Constitution, this collection of instructional materials is designed to help teach about the United States Constitution. The documents include: "Plant a Living Legacy"; "Teaching Guide to Accompany United States Presidents, 1789-1989"; "Skills Handbook: 200 Years of the U.S. Congress 1789-1989"; "Skills Handbook: Happy 200th Birthday, The United States Congress"; "Educational Programs of the Commission on the Bicentennial of the United States Constitution"; "To Establish Justice"; "200 Years of the Judiciary, 1790-1990"; "Equal Justice Under Law"; (A Pocket) Constitution of the United States; "With Liberty and Justice for All"; "Skills Handbook: Happy 200th Birthday, The U.S. Supreme Court"; and the March 1990 Newsletter of the Commission on the Bicentennial of the United States Constitution. Oversize replicas of the U.S. Constitution and Bill of Rights have not been reproduced here. (DB)

ED 336 390 TM 017 015

Transportation Department Program Evaluation, 1991.

PUB DATE- 21 May 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bus Transportation; Computer Uses in Education; Elementary Secondary Education; Field Trips; *Institutional Characteristics; Needs Assessment; Nontraditional Education; Program Descriptions; *Program Evaluation; School Buses; *School Districts; School District Spending; Special Education; *Student Transportation
IDENTIFIERS- *Des Moines Public Schools IA

In addition to the regular transportation of students to school the Transportation Department of the Des Moines (Iowa) Independent Community School District provides transportation for alternative and special education programs, field trips, and after-school activities. The context evaluation (program description), input evaluation (staffing and budgeting), process evaluation (responsibilities), and product evaluation (accomplishments and improvements, needs/recommendations, and future plans) of Transportation Department activities in 1990-91 are described. The results indicate that in 1990-91: 94 district buses made a total of 918 trips daily to transport 7,500 students; the bulk of the Department s budget supports human resources, including 113 drivers; and the Department improved its physical facilities and implemented a computer program to help create bus routes and monitor inventory and maintenance records. Overall, the evaluation highlights several departmental needs: (1) a bus replacement schedule; (2) purchase of special education routing software; (3) additional or revised school board policies and procedures; and (4) improved communications with the rest of the school system.

These needs will be addressed in the future as the Department continues to provide effective transportation. Nine tables and seven figures are included. Thirteen appendices present information on transportation schedules and services. (SLD)

ED 336 410 TM 017 171

Byrne, Barbara M.; Baron, Pierre
Validating the Measurement and Structure of the Beck Depression Inventory across English and French Nonclinical Adolescents.
PUB DATE- 91
NOTE- 36p.; Paper presented at the Annual Meeting of the International Council of Psychologists (San Francisco, CA, August 11-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Comparative Testing; English; *Factor Structure; Foreign Countries; French; *French Canadians; High Schools; *High School Students; Psychological Testing; Test Format; *Test Validity
IDENTIFIERS- *Beck Depression Inventory; Canada; Confirmatory Factor Analysis; *English Canadians; Exploratory Factor Analysis

The aims of the present study were threefold: (1) to test for the equivalency of an hierarchical three-factor structure of the Beck Depression Inventory (BDI) across English and French versions for non-clinical adolescents; (2) given evidence of poor model fit, to validate the factorial structure of the BDI French version across three independent samples (n=336; n=435; and n=381, respectively) of French Canadian non-clinical adolescents using both exploratory and confirmatory factor analytic procedures; and (3) to compare the factorial pattern of BDI measurement and structure across English and French versions of the BDI. The data comprised BDI French responses from 1,152 French Canadian high school students (551 males and 601 females) and BDI English responses from 685 English Canadian high school students (351 males and 334 females). Although both versions of the BDI were found to be best represented by a hierarchical three-factor structure, a differential pattern of loadings was evidenced for eight of the items. Except for three items, factorial measurement and structure related to the French BDI were found to be equivalent across two independent samples. Findings carry important implications for the interpretation of scores derived from both the English and French versions of the BDI in the measurement of depression for non-clinical adolescents. Four tables and two figures present study data. A 30-item list of references is included. An appendix lists items from the BDI. (Author/SLD)

ED 335 943 FL 019 446

Wilde, Jeffrey; And Others
Sixth-Grade Performance of Former Limited-English Proficient Pupils Reclassified to Fluent English Proficient. Publication No. 511.
PUB DATE- 87
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; *English (Second Language); Grade 6; Intermediate Grades; Interviews; Language Fluency; *Limited English Speaking; *Spanish Speaking; *Student Attitudes; Student Characteristics; Teacher Attitudes
IDENTIFIERS- *Los Angeles Unified School District CA

This study examines the academic performance of 6th-grade pupils who participated as Spanish-speaking limited English proficient (LEP) pupils in the district s bilingual education program; were reclassified as fluent-English proficient (FEP); and are now enrolled in all-English classes. The investigation was designed to answer the following questions: (1) How are 6th-grade reclassified pupils doing, as a group, in all-English classes? (2) What are the characteristics of reclassified FEP pupils who did well on the CTBS/U and have positive attitudes toward school? and (3) How do teachers view the English skills of their 6th-grade reclassified FEPs? The instruments used in the study, including student and teacher interview forms, are appended. (JL)

ED 335 966 FL 019 679

Risager, Karen
Kulturformidlingen i Fremmedsprogsundervisningen: 4 Artikler (The Emphasis on Culture in Foreign Language Instruction: 4 Articles). ROLIG-papir 45.
PUB DATE- 89
NOTE- 58p.
LANGUAGE- Danish
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Awareness; Elementary Secondary Education; English (Second Language); Foreign Countries; French; German; Instructional Materials; *Second Language Instruction; Second Language Learning
IDENTIFIERS- Denmark; Norway; Sweden

The four articles in this issue of a series of working papers focus on the promotion of culture in foreign language instruction. The first article, "The Promotion of Culture in Denmark, Norway, and Sweden," looks at language instruction in French, English, and German in the school systems of these countries since the 1950s, and how the teaching of culture today is related to each of these countries social histories. The second article, "The Promotion of Culture in Beginning Foreign Language Books: Newer Tendencies," discusses how textbooks and teaching materials have shifted, since the 1950s, to a cultural orientation rather than focusing just on grammar, dialogues, idioms, anecdotes, etc. The third article, "Promoting Culture, Learning Culture, and Teaching Culture," attempts to provide a clearer notion of the definition of "kulturformidlingen," the promotion or emphasis of culture, in relation to the learning and teaching of culture. The last article, "Foreign Language and Global Awareness," focuses on the role of foreign languages in the development of global awareness. (VWL)

ED 336 202 PS 019 904

Jacobvitz, Deborah; And Others
Parenting Across Three Generations: The Development of Maternal Empathy.
PUB DATE- Apr 91
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Competence; *Empathy; Grandparents; Infants; *Mothers; *Parent Attitudes; *Parent Child Relationship; Parent Influence; Rejection (Psychology)
IDENTIFIERS- Acceptance; Idealization; *Intergenerational Continuity; *Maternal Responsiveness; Self Reliance

This study addressed three aspects of maternal thinking: the mother s capacity to respond with sensitivity to her infant, the mother s memories of being accepted by her own parents during childhood, and her view of herself as competent and loveable. The Mother-Father-Peer Scale was used to determine whether mothers felt accepted or rejected, whether they felt overprotected or encouraged to be self-reliant by their own mothers, and whether they idealized their mothers. Mother-infant interactions were observed and rated for sensitivity versus insensitivity and for cooperation versus interference. Mothers who felt accepted by their own mothers were more likely than mothers who felt rejected to respond to their infants with sensitivity. Mothers who had idealized their own mothers during childhood provided less sensitive care to their infants than did mothers who had not idealized their mothers. Mothers who recalled maternal overprotection viewed themselves as less competent than mothers who recalled encouragement of self-reliance and were observed to interfere with their infants. Results indicated a concordance between grandmothers and mothers recall of their own caregiving history. A list of 19 references is included. A series of appendixes provides graphic displays of the caregiving models discussed in the text, and descriptions of the subjects and assessment instruments. (BC)

ED 336 280 SE 052 330

Johnson, Harriet Lynn
The Relative Effectiveness and Efficiency of Hands-On, Demonstration and Videotape Laboratories for Non-Science Major Students.
PUB DATE- Aug 91
NOTE- 111p.; Master s Thesis, Washington State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Science; Cost Effectiveness; *Demonstrations (Educational); *Experiential Learning; Higher Education; *Instructional Effectiveness; Laboratory Equipment; *Nonmajors; Pretests Posttests; Questionnaires; Science Education; Student Attitudes; Teaching Methods; *Videotape Cassettes

Teachers agree that utilizing a laboratory method of teaching is both expensive and time consuming. In addition to the cost of materials, one must consider the provision of laboratory facilities and the amount of teacher and laboratory assistant time needed for preparation, facilitation, and clean-up. The need to maximize learning while minimizing cost and time expenditure for large groups of students was the impetus for this study. The objectives of this research included: (1) identify if there was a significant difference in learning between hands-on laboratory experience, live demonstration, and videotape demonstration teaching methods for nonscience major students; (2) to determine if there was a significant difference in attitude towards laboratory experiences conducted through hands-on laboratory, live demonstration, and videotape demonstration methods for nonscience major students; and (3) to compare the cost and time efficiency of live demonstration, videotape demonstration, and hands-on laboratory experience. An introduction, review of the literature, methodology, results and discussion, summary, conclusion and recommendations, and 30 references are included. (Attitude assessment instruments, the unit attitude questionnaire, pre- and posttest attitude survey responses, unit attitude questionnaire responses, laboratory cost comparisons and summaries, and a list of 30 references, are appended.) (KR)

ED 336 307 SO 021 267

Barer-Stein, Thelma
Culture in the Classroom.
PUB DATE- 88
NOTE- 22p.; Chapter 3 from the book "The Craft of Teaching Adults" edited by Thelma Barer-Stein and James A. Draper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Adult Education; Classroom Environment; *Classroom Techniques; Cultural Differences; *Cultural Education; Cultural Pluralism; *Ethnicity; Teacher Attitudes; Teacher Student Relationship; Teaching Methods

Emphasizing that the topic of culture in the classroom is always present, this chapter from a book on the teaching of adults, explores the meanings and relevance of both concepts of "culture" and "ethnicity" especially as they have significance for the learning situation. It is noted that a sensitive awareness of cultural differences should be implicitly embedded within each course of study, program and attitude, and shared by teacher and student alike. For the teacher of adults, the implications of culture in the classroom includes being aware that the teacher is always teaching more than the content. It is from this notion that several concrete suggestions are drawn, including: offering students a choice in addressing the teacher and doing the same for them; learning to pronounce students names; and being sensitive to current political situations. A 23-item list of references and 13 additional reading suggestions are included. (DB)

ED 335 988 HE 024 787

State Student Financial Aid Programs. A Report by The Board of Regents to the Governor and Legislature.

PUB DATE- 89
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Federal Aid; Higher Education; Paying for College; Postsecondary Education; *State Aid; State Legislation; State Programs; *Student Financial Aid; *Student Loan Programs; Tuition Grants
IDENTIFIERS- *Guaranteed Student Loan Program; New York; *Pell Grant Program

This report describes the status of State and federal financial assistance available to students enrolled in postsecondary institutions located in New York State during the two academic years, 1987-88 and 1988-89. The introduction contains a brief overview of State and federal student assistance programs and highlights recent developments in those programs. The next four sections of the report describe major programs in terms of their dollar volume, the size and characteristics of the student populations they serve, and the institutional sectors they serve. Specifically, part 2 provides a summary of all State and federal programs; Part 3 focuses on the State s Tuition Assistance Program; Part 4 examines the federal Pell Grant Program; and Part 5 analyzes the federal loan programs. Appendix A shows definitions and sources of data used in this report, Appendix B contains an annotated bibliography of recent references on the topic of student financial assistance in New York, and Appendix C contains tables displaying important features of the major aid programs in the State. (GLR)

ED 336 008 HE 024 828

Teichler, Ulrich

Recognition: A Typological Overview of Recognition Issues Arising in Temporary Study Abroad. Erasmus Monographs No. 3. Werkstattberichte 29.

SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).

PUB DATE- 90

NOTE- 67p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *College Credits; Foreign Countries; Higher Education; *International Educational Exchange; *Recognition (Achievement); Student Exchange Programs; Study Abroad; *Transfer Policy

IDENTIFIERS- *ERASMUS Bureau (Belgium); *Europe; European Community

This examined uses of the term "recognition" in relation to student mobility within organized higher educational exchange, particularly within the ERASMUS (European Community Action Scheme for the Mobility of University Students) program in Europe. Using typological and exemplary approaches, the study drew on select reports and other documentation provided by coordinators of Inter-University Cooperation Programmes supported by ERASMUS in addition to meetings conducted with participating students and programme directors as well as from surveys conducted on programs. The examination of these sources revealed that recognition had four meanings in use, three of which were used in the context of study abroad programs. Also, recognition of a period of study is generally considered to be very important. The study also identified six obstacles to recognition, and particularly to full recognition of study abroad. However, despite these obstacles, the study identified seven strategies that institutions use to grant full or partial recognition. Coordinators within the ERASMUS program reported specific recognition problems. Finally the study outlined the recognition provisions, curricular arrangements, assessment and recognition strategies and practical implications within the ERASMUS program. The text includes 11 references and an abbreviated version of the text in German. (JB)

ED 336 028 HE 024 848

Budig, Jeanne E.

Use of an Attendance Notification System to Improve Student Success and Retention. AIR 1991 Annual Forum Paper.

PUB DATE- May 91

NOTE- 30p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Attendance; Comparative Analysis; Demonstration Programs; Developmental Programs; Grades (Scholastic); Higher Education; Student Evaluation; *Student Improvement

IDENTIFIERS- *AIR Forum; *Monitoring; Vincennes University IN

A pilot study was conducted to determine whether a computer-generated attendance monitoring system at Vincennes University (Indiana) could increase the academic success of developmental students and of students in two occupational programs currently having high attrition rates. The matched-classes pilot study was conducted during the fall semester of 1989. Ninety-six independent t-test comparisons of experimental and control populations (total N=7,249) showed that the number of D/F grades was significantly reduced in the experimental group. experimental group. The impact was greatest on developmental students and among classes scheduled at 8:00 a.m. The proportion of D/F grades among developmental mathematics students was found to be 17% less among the test group and the pass rate 13% greater. The D/F proportion in another developmental course was 12% lower than fall 1988, and the success rate (grades A, B, C) was 10% higher than last year for both the 1989 experimental and control populations. In regard to the 8:00 a.m. classes, a 31% decrease in D/F grades and 33% increase in "pass" grades were realized in developmental math classes. An increase of about 5% in success rate was realized for test students in all pilot study courses taught at 8:00 a.m. or in the evening. Positive reactions were received by both parents and academics. Contains a 16-item bibliography. (GLR)

ED 336 125 IR 053 736

Chobot, Mary C.

State Library Agencies and Member Libraries of the Association of Research Libraries. Final Report of Two Surveys.

SPONS. AGENCY- Library of Congress, Washington, D.C.
PUB DATE- 11 Aug 89

NOTE- 6p.; Paper prepared for the American Memory Project of the Library of Congress.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Access to Information; Computers; *Electronic Equipment; Full Text Databases; Higher Education; *Library Collections; Library Services; *Library Surveys; *Optical Data Disks; Research Libraries; State Libraries
IDENTIFIERS- *American Memory Project (Library of Congress); Association of Research Libraries; *Work Stations

State Library Agencies (SLAs) and library members of the Association of Research Libraries (ARL) were surveyed to collect data from potential audiences for American Memory products to assist the planners for this Library of Congress (LC) project. This summary report briefly explains the purpose of the surveys; describes the survey methodology and instrument development; and summarizes the survey findings in terms of the types of optical equipment owned by the libraries, and the types of features that respondents would like to see incorporated in workstations providing access to American Memory collections. (It was found that over 90% of the survey populations agreed that these workstations should allow full-text searching capability; be able to capture and hold selected items in machine memory for later presentation or the creation of new documents; be able to download to floppy disc; and allow users to make paper copies of materials. A high degree of interest was noted among state library agencies and ARL libraries in having access to selected LC collections on optical media. The third section presents general conclusions and of the survey populations recommendations having to do with state library agency services, the type of delivery platform, the amount of space needed, costs, and pilot sites. (MAB)

ED 336 181 PS 019 683

Mulvihill, Beverly A.; Owen, Margaret Tresch
Compliance and Self-Control across Situations at Age 4.

PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Compliance (Psychology);

Context Effect; *Parent Child Relationship; *Preschool Children; Preschool Education; *Self Control; *Socialization

This study investigated the relations between different measurements of 33 4-year-olds compliance and self-control and the relation between the children s cognitive ability and compliance and self-control. The four compliance ratings involved the child s behavior with mother and father in separate puzzle tasks, free play in the child care setting, and the California Q-Set as completed by the mother. The self-control ratings involved the child s behavior in laboratory and child care settings. Cognitive functioning was measured by means of the Wechsler Preschool and Primary Scale of Intelligence. Maternal Q-Sort assessment of compliance was marginally related to compliance in the child care setting, while self-control in the laboratory was marginally related to compliance and self-control in the child care setting. The child s level of cognitive functioning was related to compliance in the puzzle task with the mother, while self-control in child care was related to compliance in child care. The lack of relations between compliance with parents and other measures suggests that compliance and self-control in one situation cannot predict behaviors in situations involving different relationships and constraints. A reference list of 10 items is provided. (BC)

ED 336 329 SO 030 087

Matthews, Jessica Tuchman, Ed.

Preserving the Global Environment: The Challenge of Shared Leadership.

SPONS. AGENCY- Rockefeller Bros. Fund, New York, N.Y.

PUB DATE- 90

NOTE- 25p.; Report from the Annual American Assembly Conference (72nd, Harriman, NY, April 19-22, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Conservation (Environment); *Environment; Environmental Influences; Foreign Policy; *Global Approach; *International Cooperation; *International Relations; Physical Environment; Political Issues; Population Growth; Thermal Environment; World Affairs; World Problems

In April of 1990, a three-day conference was convened at which 76 men and women from 18 countries representing a spectrum of government, business, labor, academia, the media, and the professions gathered to discuss how the United State should reorient its policies and relations toward other countries and international institutions to preserve the global environment. This document is a statement produced by the conference participants after the close of their discussions. The statement contends that three indivisibly linked global environmental trends together constitute an increasingly grave challenge to the habitability of the earth. These trends, which are discussed, are human population growth; tropical deforestations and the rapid loss of biological diversity; and global atmospheric change, including stratospheric ozone loss and greenhouse warming. The statement also outlines the goals and means of international cooperation and challenges. The United States must play a key leadership role in global environmental issues both by example and through international participation. (DB)

ED 336 351 SP 033 233

Ruscoe, Gordon C.; Whitford, Betty Lou
Quantitative and Qualitative Perspectives on Teacher Attitudes:
The Third Year.

PUB DATE- Apr 91
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). For an earlier paper, see ED 310 068.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Environment; Elementary Secondary Education; Excellence in Education; *Individual Power; Interviews; Participative Decision Making; School Based Management; School Districts; *School Restructuring; *Self Efficacy; Surveys; *Teacher Attitudes
IDENTIFIERS- *Jefferson County Public Schools KY; *Professional Development Schools

Since 1988, teacher surveys and interviews have been conducted in the 24 professional development schools (PDS) in Jefferson County (Kentucky) Public Schools to document teachers attitudes toward efficacy and empowerment and toward their schools learning climate. The 1990-1991 survey results show that teachers seem to have positive opinions of their experiences in the restructuring effort. The second stage of the research explored questions regarding "school effects" and "multiplier effects." Research on school effects showed that when school efficacy, personal efficacy, and teaching techniques are examined by school, variance among schools is considerably lower than among individual respondents, suggesting influence of school atmosphere on teacher attitudes. To study multiplier effects, 10 factors from the survey data were applied to 4 groups of PDS that were also engaged in participatory management activities. Analysis suggests that simultaneous involvement with more than one type of restructuring has a positive effect on teacher attitudes. In subsequent interviews with teachers and administrators in 3 of the 24 PDS, while showing appreciation for shared decision-making, teachers more often accounted for their positive attitudes by describing a supportive administrative style; a change-oriented, collegial faculty; and a student-centered orientation. An appendix includes the 10 factors used in the multiplier effects phase and data tables. (AMH)

ED 336 371 SP 033 284

Peterson, Susan
When the Teacher s Away...
PUB DATE- Jul 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Incentives; Program Descriptions; School Districts; *Substitute Teachers; *Teacher Attendance; Teacher Effectiveness; *Training Methods

School districts across the country are developing information and special programs to assist substitute teachers. The following examples of such initiatives illustrate creative, often cost effective practices to improve the effectiveness of substitute teachers or to reduce the district s need for them: (1) Many districts have developed handbooks which are given to substitutes before they report. (2) Some districts have initiated inservice training workshops, such as those developed by the Houston (Texas) Independent School District and the Greenbrier (Arkansas) School District. (3) In many school districts the classroom teacher is involved through substitute teacher packets, buddy systems, and informing students about the regular teacher s expectations. (4) Districts in South Carolina and Arkansas use district administrators as substitutes. (5) The Bellevue (Washington) School District has introduced a school wellness program to promote healthy lifestyles among faculty, thus reducing absenteeism. (6) Districts with staff attendance problems have used monetary incentives and other types of recognition to promote good attendance. These and other like activities help to assure quality instruction and a stable learning environment even when the regular teacher is away. (AMH)

ED 335 944 FL 019 447

Heath, Shirley Brice; Mangiola, Linda
Children of Promise: Literate Activity in Linguistically and Culturally Diverse Classrooms. NEA School Restructuring Series.
PUB DATE- Jun 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; *Cooperation; *Cultural Differences; Elementary Secondary Education; Language Teachers; *Limited English Speaking; *Literacy; *Literacy Education; Researchers; Student Behavior; Teacher Role; *Theory Practice Relationship

This monograph addresses the challenge of improving literacy learning for all children, especially those in language-minority classrooms. The monograph introduces some of these classrooms in detail, examining and describing their literacy practices and setting forth some of the principles of learning and language that underlie them. It is the result of long-term collaboration between a classroom teacher and a university researcher, and provides a model for university-school collaboration. The monograph sets the stage for future collaborations between practitioners and researchers that can suggest new and creative ways to improve school-based literacy learning. Special attention is focused on the following: cultural and linguistic differences; inside the classroom; writing, learning, and the teacher s role; literate behavior and literacy skills; and building theory and practice together. Suggestions for implementing cross-grade tutoring projects and references and a reading list are appended. (JL)

ED 336 046 HE 024 868

Pike, Gary R.

Lies, Damn Lies, and Statistics Revisited: A Comparison of Three Methods of Representing Change. AIR 1991 Annual Forum Paper.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- May 91
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Seniors; Error of Measurement; Higher Education; Institutional Research; *Measurement Techniques; Research Methodology; *Statistical Analysis; Test Interpretation; *Test Reliability
IDENTIFIERS- *AIR Forum; Gain Scores; Repeated Measures Design; Residual Scores; University of Tennessee Knoxville

Because change is fundamental to education and the measurement of change assesses the quality and effectiveness of postsecondary education, this study examined three methods of measuring change: (1) gain scores; (2) residual scores; and (3) repeated measures. Data for the study was obtained from transcripts of 722 graduating seniors at the University of Tennessee, Knoxville. The gain method involves administering an instrument at the beginning of a program of study and then readministering the instrument at the end of the program. Residual scores are calculated by regressing students scores at the end of a program of study on their entering scores in order to develop a prediction model. The difference between actual and predicted scores then represents student change. The repeated measures method uses all of the data from the two tests to describe change. Results of the analysis and comparison found that all three methods were marred by similar problems of unreliability. Reliability coefficients and large standard errors of measurement suggested that what is being measured is not true change, but error. However, the repeated measures technique offered the greatest potential because it maintains the original test data, allowing researchers to bring more information to bear in interpreting their findings. One table, one figure and 41 references accompany the text. (JB)

ED 336 065 IR 015 069

Fair Use and Unpublished Works. Joint Hearing on S. 2370 and H.R. 4263, Bills To Amend Section 107 of Title 17, United States Code...before the Subcommittee on Patents, Copyrights, and Trademarks of the Senate Committee on the Judiciary and the Subcommittee on Courts, Intellectual Property, and the Administration of Justice of the House Committee on the Judiciary.

PUB DATE- Jul 90

NOTE- 384p.; Serial No. J-101-83 (Senate) and Serial No. 137 (House).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Copyrights; *Fair Use (Copyrights); Federal Government; *Federal Legislation; Government Role; Hearings; *Intellectual Property

IDENTIFIERS- Congress 101st; *Unpublished Materials

This hearing was called to consider two bills that would amend the section of the United States Code relating to fair use, to clarify that such section applies to both published and unpublished copyrighted works. Recent judicial developments are reviewed which suggest that the fair use doctrine does not apply to the subsequent uses of unpublished works and that an author s copyright in unpublished materials is, therefore, infringed by those subsequent uses, and that an injunction is appropriate to prevent publication. Opening statements by the chairmen of the two presiding subcommittees, Dennis DeConcini and Robert A. Kastenmeier, open the report, followed by the texts of the two bills. Testimony and prepared statements are then presented from the following witnesses: Floyd Abrams, A. G. W. Biddle, Taylor Branch, James M. Burger, Pierre N. Leval, Jonathan W. Lubell, J. Anthony Lukas, Roger J. Miner, James L. Oakes, William F. Patry, Barbara Ringer, and Senator Paul Simon, who introduced letters and statements on behalf of the Magazine Publishers of America; the American Association of Law Libraries; the American Library Association and the Association of Research Libraries; the Electronic Industries Association; and nine educational testing organizations, namely: the American College Testing Program, College Entrance Examination Board, Educational Testing Service, Graduate Management Admission Council, Graduate Record Examinations Board, Law School Admission Council, National Council of Architectural Registration Boards, National Council of Examiners for Engineering and Surveying, and Test of English as a Foreign Language Policy Council. Letters to Robert Kastenmeier, Dennis DeConcini, and Paul Simon are also appended together with a statement from the National Center for Fair and Open Testing. (DB)

ED 336 084 IR 015 103

High-Performance Computing Act of 1991. Report To Accompany H.R. 656. House of Representatives, 102d Congress, 1st Session.

PUB DATE- 91
NOTE- 10p.; For related reports, see ED 332 693-694, IR 015 102, IR 015 105, IR 015 125, and IR 015 204.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Networks; Computer Software Development; Costs; Elementary Secondary Education; *Federal Legislation; Federal Programs; Higher Education; *Information Technology; *National Programs; Research and Development; Technological Advancement
IDENTIFIERS- Congress 102nd; *High Performance Computing; *National Research and Education Network; Supercomputers

This report, submitted by Representative Ford, of Michigan, from the House Committee on Education and Labor, is intended to accompany H.R. 656. The bill provides for a focused and coordinated federal research program to ensure continued U.S. leadership in high-performance computing through the establishment of a national network of high-performance computers and to accelerate research in the field and broaden the application of high-performance computing throughout all spheres of society. The bill also requires the Director of the Office of Science and Technology Policy to coordinate among the various federal agencies a national network of high-speed computers, which would be known as the National Research and Education Network (NREN). In addition, the bill authorizes funding for several federal agencies to carry out high-speed computer research and application. It is noted that, during consideration of the bill by the Science, Space, and Technology Committee, a number of provisions were included that will permit the participation of libraries and education institutions at all levels in NREN. The Committee on Education and Labor received the bill as a sequential referral, and adopted three amendments to the bill to enhance the ability of educators and librarians to participate in the benefits which will be provided through NREN. This Committee reports favorably on the bill as amended and recommends that it be passed. Cost estimates of the Congressional Budget Office are included in the report. (DB)

ED 336 104 IR 053 699

Hull, Jane A.
Supplementary Materials for State Penitentiary Library Project. Final Performance Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 10p.; For related subject bibliographies, see ED 321 121-122.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Annotated Bibliographies; *Correctional Education; Federal Aid; Illiteracy; *Library Collections; *Library Material Selection; *Literacy Education; *Prison Libraries; Supplementary Reading Materials; User Needs (Information)
IDENTIFIERS- *Library Services and Construction Act; *Mississippi State Penitentiary

This report describes how a Library Services and Construction Act (LSCA) Title VI Library Literacy Program grant was used to improve the literacy and coping skills of illiterate and functionally illiterate inmates incarcerated at the Mississippi State Penitentiary. A second objective of this literacy program was to produce an annotated bibliography of selected materials. The report includes descriptions of the selection, purchasing, cataloging, and distributions processes for the following types of literacy materials: high interest/low vocabulary items; book/audiocassette sets; coping skills books; and career/vocational books. Information is provided about the bibliographies content categories, production, and dissemination, as well as circulation of the materials and inmate responses to the program. Concluding this report is a list of the 24 material catalogs consulted during this program. (MAB)

ED 336 143 JC 910 416

Blois, Beverly, Ed.; Williams, Barbara
Project International Emphasis Interim Report, July 1991.

SPONS. AGENCY- Virginia State Council of Higher Education, Richmond.; Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- Jul 91
NOTE- 336p.; One page, a list of the Virginia Community Colleges, contains type two small to be legible.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Course Content; *Course Descriptions; Course Organization; *Courses; *Cultural Awareness; Cultural Education; *Curriculum Development; Faculty Development; Multicultural Education; Two Year Colleges
IDENTIFIERS- *Virginia

Project International Emphasis (PIE), a curriculum development effort involving all 24 colleges in the Virginia Community College System (VCCS), focuses on the infusion of globally oriented components across the academic curriculum and in related career development programs. Activities undertaken during the project s first year included an annual institute, the revision of over 200 courses in the VCCS, and the production and distribution of two issues of a PIE newsletter. The bulk of this report consists of a collection of 1990-91 course descriptions/syllabi provided by instructors in the VCCS. Included are the following 21 PIE course modules: (1) African Literature; (2) Cross Cultural Communication; (3) Landscape in Art--Eastern and Western Views; (4) Our Global Home (Biology); (5) The Influence of Diverse Cultures on the Historical Development of Mathematics; (6) Multicultural Perspectives for Human Growth and Development (Psychology); (7) The Open Economy; (8) United States Foreign Policy--Focus on Central America; (9) International Marketing; (10) International Management; (11) Computing in the 1990 s, a Look at the Marketplace; (12) The International Nature of the Paper Industry; (13) Environmental Problems; (14) International Impact of Nursing; (15) Mining Electrical and Electronic Control Systems; (16) Minority Career Opportunities and International Implications; (17) Assertiveness Training for the Multicultural Student; (18) Our International Society--Working and Living in a Multicultural World; (19) Developing an International Career Passport; (20) Increase Your Multicultural I.Q.; and (21) Going Global. Brief abstracts of an additional 155 course modules, listing the instructor, college, course title, and discipline; and 1991-92 PIE plans from three colleges are included. (PAA)

ED 336 221 RC 018 284

Mellencamp, Amy V.; And Others
Conditions Affecting the Restructuring of Rural Secondary Schools.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 7-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Cooperative Planning; *Educational Change; Higher Education; Informal Leadership; Peer Influence; Professional Development; *Rural Schools; *School Restructuring; Secondary Education; *Secondary Schools; Teacher Characteristics

This paper describes conditions that enhance planned change efforts in rural secondary schools. The following six conditions are vital to school improvement efforts: (1) teacher commitment; (2) a common understanding of research on best practices; (3) collaborative planning; (4) an egalitarian approach; (5) peer leadership; and (6) support from higher education. A 4-year project in a rural Vermont school district applied the six conditions to school improvement. Teachers in a target secondary school participated in a reflection and collaborative planning process resulting in an action plan for school improvement, which is in the process of being implemented. Teachers in a contrast school are implementing the target school s plan, but did not experience the first five conditions described above. Higher education faculty conducting the study administered a 100-item school climate questionnaire during the past 3 years to faculty in both schools. In Year 1 the contrast school reported stronger instructional leadership and higher expectations for students than in the target school. By Year 3, these differences had disappeared. In Year 3 the target school reported a significant increase in the opportunities students have to learn and their time on task. In Year 1, the contrast school scored significantly higher on decisionmaking than did the target school, but by Year 3 this difference had reversed. (KS)

ED 336 240 RC 018 319

Insko, Lee
Why Should and How Can Universities Become Involved in Rural Communities?
PUB DATE- 91
NOTE- 8p.; Paper presented at the National Conference on Rural Adult Education Initiatives (1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Continuing Education; Delivery Systems; Educational Legislation; Educational Needs; Higher Education; *Institutional Mission; Institutional Role; Models; *Nontraditional Education; *Public Colleges; Rural Areas; *Rural Education
IDENTIFIERS- *Eastern Oregon State College

By legislative edict, Eastern Oregon State College serves Oregon s 10 eastern counties, an area of over 42,000 square miles with fewer than four people per square mile. This service area is typical of much of the western United States. The economies of such rural areas are becoming more diversified, but will be unable to realize their potential without the expertise and services available through a service-oriented university. In the face of declining numbers of traditional college students, colleges and universities must re-prioritize their resources to better serve nontraditional students. Universities must deliver comprehensive educational and public service expertise to rural areas in the way that agriculture has been served by the agricultural extension service. Higher education in rural areas suffers from several general problems: (1) legislative encouragement of inappropriate urban models; (2) insufficient rural leadership; (3) poor understanding of today s rural America by legislators; and (4) lack of vision and innovative solutions. To address these problems, Eastern Oregon State College has developed a service delivery model based on the mission of providing specific educational programs and services to meet identified needs of the region. Service delivery components include a redefined main campus, a division to serve off-campus educational needs, a unit to service public service needs, and seven regional centers with local advisory boards that identify local educational needs. (SV)

ED 336 259 SE 052 145

Oliver, J. Steve

Participation in School Science: A Synthesis of Recent Research.

PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *College Science; *Course Selection (Students); Decision Making; Females; Higher Education; High Schools; Required Courses; Science Education; *Scientific Literacy; *Secondary School Science; Sex Differences; Student Characteristics; Student Educational Objectives; Student Interests; *Student Participation

Research in science education has begun to identify common characteristics of students who continue to participate in school science beyond the minimum requirements. The overall objective of this study was to synthesize research findings in this area and thus clarify the variables and relationships affecting school science participation. Additional studies that deal with prediction of college science or science career participation were also included to augment this objective given their relationship with secondary school science participation. An examination of the literature resulted in the grouping of the research into three categories. First, a picture of the current enrollment in school science was produced from the studies that cite the number of students that continue in science Second, studies that infer relationships about the variables related to continued participation in science were synthesized to characterize avenues for possible interventions. Third, studies that have conducted interventions in students participation in science provided examples and insights into the future direction for research. (30 references) (KR)

ED 336 391 TM 017 018

Smith, Erick; Confrey, Jere
Understanding Collaborative Learning: Small Group Work on Contextual Problems Using a Multi-Representational Software Tool.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 91
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Computer Assisted Instruction; *Computer Software; *Cooperative Learning; High Schools; *High School Students; Mathematical Concepts; *Mathematics Instruction; *Peer Teaching; Problem Solving; *Small Group Instruction
IDENTIFIERS- *Collaborative Learning; Constructivist Theory

The interactions of three high school juniors (two females and one male) working together on a series of contextual mathematics problems using a multirepresentational software tool were studied. Focus was on determining how a constructivist model of learning, based on an individual problematic-action-reflection model, can be extended to offer explanatory power for small-group collaborative learning. This extension is constructed by adopting several concepts from the socio-historic or Vygotskian school, including the zone of proximal development, cultural tools, proleptic talk, and appropriation. The subjects worked together during a 10-week secondary mathematics course that focused on problem solving with Function Probe. Although constructivist and socio-historic approaches to cognition have, at times, been interpreted as offering opposing viewpoints, it is suggested that there is a potential complementarity, particularly in the area of collaborative peer learning, since researchers in neither area have as yet offered a strong explanatory model for how students jointly construct mathematical knowledge. Four figures and a 24-item list of references are included. (SLD)

ED 336 411 TM 017 177

Sawilowsky, Shlomo S.; Hillman, Stephen B.
Sample Size Tables, "t" Test, and a Prevalent Psychometric Distribution.
PUB DATE- Aug 91
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Mathematical Models; Monte Carlo Methods; *Psychological Studies; *Psychometrics; Research Methodology; *Sample Size; *Statistical Distributions; Surveys; Tables (Data)
IDENTIFIERS- *Power (Statistics); *T Test; Type I Errors; Type II Errors

Psychology studies often have low statistical power. Sample size tables, as given by J. Cohen (1988), may be used to increase power, but they are based on Monte Carlo studies of relatively "tame" mathematical distributions, as compared to psychology data sets. In this study, Monte Carlo methods were used to investigate Type I and Type II error properties of the independent samples "t" test under a "discrete mass at zero with gap" data set to determine if the sample size tables given by Cohen yield correct results. Monte Carlo methods were used with a FORTRAN program to sample with replacement from a population of 516 responses to a survey regarding the age at which subjects first used cigarettes. Ten sample sizes were randomly drawn: (1) n1=5, n2=15; (2) n1=10, n2=10; (3) n1=10, n2=30; (4) n1=20, n2=20; (5) n1=15, n2=45; (6) n1=30, n2=30; (7) n1=20, n2=60; (8) n1=40, n2=40; (9) n1=30, n2=90; and (10) n1=60, n2=60. For the smallest unbalanced sample size (5,15), the "t" test was generally not robust. For the remaining sample sizes, results were in agreement with normal curve theory. When confronted with non-normal data sets, psychology researchers do not need to make any modifications to Cohen s (1988) tables when making sample size determinations. Two graphs illustrate the study. A 12-item list of references is included. (SLD)

ED 336 308 SO 021 293

The Major Project in the Field of Education in the Latin American and Caribbean Region: Summary. Bulletin 20.
PUB DATE- 89
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Bilingual Education; Developing Nations; *Educational Development; Educational Policy; Elementary Secondary Education; Foreign Countries; International Education; International Educational Exchange; *International Programs; Literacy; Primary Education
IDENTIFIERS- *Caribbean; *Latin America

This UNESCO bulletin includes reports that focus on diagnoses and strategies that ratify the validity of the goals set by the Major Project in the Field of Education in the Latin American and Caribbean Region. Four articles are featured: "Literacy, Human Rights and Democracy" (Jose Rivero H.); "Primary Schooling and Illiteracy in Latin America and the Caribbean: 1980-1987" (Ernesto Schiefelbein; And Others); "Resources Management and Development in Some Caribbean Primary and All-Age Schools" (Olga James-Reid); and "Bilingual Education in the Autonomous Regions of the Atlantic Coast of Nicaragua: Experience and Prospects" (Massimo Amadio). The document concludes with a listing of Regional Office for Education in Latin American and the Caribbean (OREALC) activities and OREALC publications. (DB)

ED 335 967 FL 019 680

Heltoft, Lars
Verb-Second-Analysen--Et Svar fra Diderichsen--Traditionen (Verb-Second-Analysis--An Answer from Diderichsen--Tradition). ROLIG-papir, 39.
PUB DATE- 86
NOTE- 30p.
LANGUAGE- Danish
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Foreign Countries; *Language Typology; *Linguistic Theory; Models; Structural Analysis (Linguistics); Syntax; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Germanic Languages

In an anniversary tribute to Paul Diderichsen, this report suggests that the theories and analyses put forth by Diderichsen in 1935 are central to both the general and empirical research on the Germanic languages. Particular emphasis is placed on the proposal to analyze the "verb-second-analysis" phenomenon in Germanic languages. Diderichsen s theoretical and methodological starting point--and his typological description model--can still be used to put these analyses in a critical light. (VWL)

ED 336 161 JC 910 438

Updike, Katherine May

A Comparative Study of Contract Training in Select Community Colleges.

PUB DATE- Mar 91

NOTE- 55p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrative Organization; Budgets; *Community Colleges; Comparative Analysis; *Corporate Education; Financial Support; *Job Training; Literature Reviews; Questionnaires; Resource Allocation; Retraining; *School Business Relationship; Two Year Colleges

IDENTIFIERS- *Contract Training

In 1991, a study was conducted to compare contract training in selected community colleges providing service to business, industry, and government. A sample of 17 colleges was selected from the League for Innovation Contract Training Professional Network; and phone interviews were conducted with and questionnaires were returned by 16 of the 17 colleges. Major findings of the study included the following: (1) 44% of the institutions surveyed experienced little change in enrollment from the previous year; (2) all of the community colleges reported having a specifically identified office or department charged with the responsibility to provide contract/direct training for business and industry, and 63.4% of the colleges required contract training departments to be fully self-supporting; (3) 53.9% reported state funding support, and all 16 community colleges had an operating budget for contract training; (4) six of the colleges spent less than 1% of the community college budget to support contract training, five spent between 1% and 2%, and five allocated from 2.69% to a high of 18%; (5) the 16 community colleges surveyed generated over 42 million through contract training during 1989-90; and (6) 50% of the respondents stated that they were not meeting the needs of the business community. As a result of the study, two factors were identified which affected the relationship of community colleges and business and industry partnerships, namely, information systems update and intra-organizational barriers. The survey instrument is included. (JMC)

ED 336 182   PS 019 694

Holden, George W.; And Others
Passing the Rod: Similarities between Parents and Children s Orientations toward Physical Punishment.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Beliefs; *Childhood Attitudes; Child Rearing; Children; College Students; *Corporal Punishment; Correlation; Fathers; Intention; Mothers; *Parent Attitudes; *Parent Child Relationship
IDENTIFIERS- *Intergenerational Transmission

This study examined the correspondence between parents and children s orientations toward the use of physical punishment. A series of vignettes concerning child misbehavior was shown to children and their parents. Subjects were asked to assess the likelihood of their responding to the situation shown by spanking the child in the vignette. Attitudes toward spanking, and the frequency of spanking in the parent-child relationship, were assessed. Few sex differences were found. For 5-year-olds, there was a correlation between parents spanking beliefs and children s reports of being spanked, but no correlation between parents spanking beliefs and children s responses to the vignettes. For eight-year-olds, there was a decreased correlation between parents beliefs and children s reports of being spanked. For college students, there were few correlations between parents beliefs and children s reports of being spanked, but higher correlations between students responses to the vignette and students perceptions of their parents intentions and attitudes. Students perceptions of parental attitudes about physical punishment were found to predict students own attitudes. The data appears to mean that children s perceptions of their parents beliefs about

punishment are more significant than actual parental practices. A list of five references is provided. (BC)

ED 336 203 PS 019 907

Horowitz, Sandra V.
The Coping Strategies of Homeless Children and Adolescents.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adolescents; *Coping; *Elementary School Students; Elementary Secondary Education; *Emotional Response; Family Problems; *Homeless People; Locus of Control; Lower Class Students; Minority Group Children; Mothers; Peer Relationship; Preadolescents; Problem Solving; Sex Differences; *Stress Management

This study investigated the stresses confronting homeless adolescents and the coping strategies that enable stressed urban minority children to achieve in school. A total of 176 homeless children ranging in age from 9 to 14 years were interviewed, and 199 control subjects who were not homeless were surveyed. Academic achievement was determined from achievement test scores. Several instruments measured children s coping strategies and social relationships, especially the Adolescent Coping Inventory based on the adult scale created by Folkman and Lazarus (1986). The five coping strategies described in this paper are: (1) reappraising in a positive manner; (2) seeking social support; (3) distancing; (4) confronting; and (5) self-blaming. Results indicated that homeless children were more likely to focus on interpersonal conflicts and environmental stresses than were housed children. Homeless children used positive reappraisal more often for school problems than for other problems. Nonachievers reported more interpersonal conflicts than achievers. Compared to achievers, nonachievers were more likely to use positive reappraisal, distancing, and confronting, and were more likely to seek social support. Girls did not have lower levels of interpersonal conflict than boys. Girls used more confrontive coping strategies than boys did to deal with interpersonal difficulties. Youngsters with an external locus of control used more positive reappraisal and confronting strategies than did youngsters with an internal locus of control. A reference list of 19 items is provided. (BC)

ED 336 281 SE 052 342

Baird, John R.; And Others
Challenge: A Focus for Improving Teaching and Learning.
SPONS. AGENCY- Australian Research Council.
PUB DATE- Apr 91
NOTE- 16p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; Cognitive Processes; *College Science; Elementary Education; *Elementary School Science; Foreign Countries; Higher Education; Inquiry; *Instructional Effectiveness; Program Descriptions; Qualitative Research; Questionnaires; Science Education; Secondary Education; *Secondary School Science; *Student Attitudes; Thinking Skills
IDENTIFIERS- *Challenge; *Constructivism

A 4-year program of naturalistic research on science teaching and learning was conducted in Australia. This program comprised a project entitled Teaching and Learning Science in Schools (TLSS), which ran from 1987-89, and a year of follow-up studies in which some of the major findings from the project were explored further. Participants included 5 teachers and 200 grade 6 students from 4 primary schools; 41 teachers and over 2,000 secondary students; and 2 teacher educators, 13 teacher trainees, 2 lecturers, and over 200 first-year college chemistry students. Three main themes that guide improvement in classroom practice arise from the findings of this study: (1) the interdependence between constructivist processes of purposeful inquiry based on reflection and outcomes associated with enhanced metacognition; (2) the importance of balance between cognition and affect for effective teaching and learning; and (3) the notion of challenge as a focus for conceptualizing themes 1 and 2. Nine features that influence cognitive and affective components of challenge were identified. These features are seen as important subjects for teacher and student reflection and action. (KR)

ED 336 330 SO 030 206

Burnham, Jeffrey B.
The Meaning of Citizenship...in America and in the World. Resource Packet.
SPONS. AGENCY- United States Inst. of Peace, Washington, DC.
PUB DATE- Jan 90
NOTE- 25p.; For related documents, see SO 030 207-208.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Responsibility; Curriculum Guides; Futures (of Society); Political Science; *Political Socialization; Secondary Education; Social Studies; *Values Clarification; *Western Civilization

This resource packet is designed to provide teachers and other civic educators with an introduction to issues surrounding the meaning of citizenship in today s world. It is intended to be used as a companion piece to "CIVITAS: A Framework for Civic Education" which is a new civic education curriculum resource designed to serve as a blueprint from which teachers, curriculum developers, administrators and community leaders can develop civic education materials, courses, programs and curricula to enhance civic literacy in the United States. Articles include: (1) "Civic Education in an Interdependent World" (R. Freeman Butts); "On an Expanded Definition of Citizenship" (Stephen P. Strickland); "Notes on the Idea of World Citizenship" (Charles F. Bahmueller). Discussion questions, program and curriculum ideas, suggested readings, other materials, and a list of organizations with related resources conclude the document. (NL)

ED 336 372 SP 033 287

Wong, Lily Yee-Sheung
Pre-Existing Domain-Specific Knowledge as Presage Variable for the Prediction of Trainees Performance.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Majors; Elementary Secondary Education; Foreign Countries; Higher Education; *Knowledge Level; *Performance Factors; *Predictive Measurement; Predictor Variables; Preservice Teacher Education; *Prior Learning; Student Attitudes; *Teacher Education
IDENTIFIERS- *Domain Analysis; Singapore

The purpose of this study is twofold: (1) to examine teacher trainees knowledge of teaching prior to training and its relationship to performance in the training program; and (2) to determine if there is a set of identifiable domain-specific knowledge related to course performance. Since trainees enter teacher training programs with prior knowledge and beliefs about teaching and learning, their learning and practice will be influenced by such pre-existing knowledge. This paper reports an initial attempt to explore prior domain-specific knowledge of high and low performance trainees. It was hypothesized that trainees preexisting knowledge in teaching helps performance in course work. Approximately 300 trainees in a secondary school program in Singapore identified one positive and one negative critical incident after viewing a videotaped lesson. Findings suggest: high performance trainees are more critical than low performance trainees with respect to teachers planning; lower performance trainees are more impressed by teaching aids, interaction, and communication in the classroom; relationships of trainees comments on the videotaped lesson as a measure of preexisting domain-specific knowledge and their training performance provide insights into the prediction of teaching performance and the selection of trainees. (LL)

ED 335 945 FL 019 450

The Condition of Bilingual Education in the Nation: A Report to the Congress and the President.
PUB DATE- 30 Jun 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Educational Needs; *Educational Objectives; Educational Research; Elementary Secondary Education; Government Role; *Limited English Speaking; Needs Assessment; Program Descriptions; School Districts; Student Needs

This report fulfills a requirement by the United States Department of Education to submit information on the condition of bilingual education in the nation. The report begins with a brief discussion of the history of bilingual education in the United States and a discussion of how bilingual education relates to the six national education goals identified by the President and the nation s governors. Chapter II provides an assessment of the need for bilingual education, as well as the needs of limited-English-proficient students, and the responses of school districts to meet those needs. Chapter III describes the instructional programs and the research and training activities administered by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). Chapter IV discusses the coordination of OBEMLA with other agencies and programs, and Chapter V identifies future issues in the Federal government s role in bilingual education. (JL)

ED 335 968 FL 800 229

Graubard, Stephen R., Ed.
Literacy in America.
PUB DATE- 90
NOTE- 301p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Democratic Values; *Educational Improvement; Elementary Secondary Education; *Illiteracy; Learning Motivation; *Literacy Education; *Mathematics Skills; Minority Groups; Reading Instruction; *School Effectiveness; Self Esteem; Teacher Education
IDENTIFIERS- *Numeracy

This collection of essays addresses issues related to basic literacy and mathematical competence in the United States. Articles include the following: "The Roots of Literacy" (David Hawkins); "Historical Perspectives on Literacy and Schooling" (Daniel P. Resnick); "Reconciling the Literacies of Generations" (William Damon); "Damaged Literacy: Illiteracies and American Democracy" (Leon Botstein); "The Difficulties of School: Probable Causes, Probable Cures" (Howard Gardner); "Literacy and Intrinsic Motivation" (Mihaly Csikszentmihalyi); "Minority Status and Literacy in Comparative Perspective" (John U. Ogbu); "Literacy in School and Out" (Lauren B. Resnick); "Improving the Education of Reading Teachers" (Richard C. Anderson, Bonnie B. Armbruster, Mary Roe); "Numeracy" (Lynn Arthur Steen); "Literacy and Numeracy: Two Ways of Knowing" (Benson R. Snyder); and "Doing Badly and Feeling Confused" (Stephen R. Graubard). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 335 989 HE 024 789

Summers, J. Gregory, Ed.
NCAA Academic Performance Study. Report 90-01.
PUB DATE- Jan 91
NOTE- 36p.; For other reports in this series, see HE 024 790-791.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; *Athletes; Cohort Analysis; College Admission; College Athletics; *College Freshmen; Comparative Analysis; Eligibility; Grade Point Average; Grants; Higher Education; Intercollegiate Cooperation; Standards; Student Evaluation
IDENTIFIERS- *National Collegiate Athletic Association Rule 48; *Student Athletes

This report presents summary statistics from a study that focused on student athletes in Division I of the National Collegiate Athletic Association (NCAA) who receive initial athletically related financial aid in their freshman or sophomore years. The study is a result of the efforts of NCAA s Special Committee on Academic Research to investigate the validity of the standards set by bylaw 14.3 (Proposition 48) concerning eligibility requirements of freshmen involved in college athletics. Each of the 284 Division I institutions were randomly assigned to one of five cohorts. Table 1 lists the 13 main research variables. Items 1 through 7 of the list reflect the high school preparation of the student athlete, the sports in which he/she participated, the level of funding granted, and the student s eligibility status. The remaining items reflect the experience, both academic and athletic, of the student s freshman year. Table 2 presents the respondents participation figures for each of the five cohorts. Table 3 presents the breakdown of respondents within the individual cohorts, in this case, the student athletes themselves. Table 4 presents the academic characteristics of the student athletes for each cohort, and the five parts of table 5 examine persistence through the freshman year by the individuals in each cohort. Appendixes detail the cohorts, provide a breakdown of each sport within each cohort, and present the freshman questionnaire. Contains four references. (GLR)

ED 336 009 HE 024 829

Teichler, Ulrich; And Others
Student Mobility within ERASMUS 1987/88: A Statistical Survey. ERASMUS Monographs No. 1. Arbeitspapiere 24.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 90
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age; College Students; Females; Foreign Countries; Higher Education; Intellectual Disciplines; *International Educational Exchange; Males; Student Exchange Programs; *Student Financial Aid; *Student Mobility; *Study Abroad
IDENTIFIERS- *ERASMUS Bureau (Belgium); *Europe; European Community

This report examines student mobility within the member countries of the European Community within the context of the ERASMUS program (European Community Action Scheme for the Mobility of University Students) during the academic year 1987-88. Information is presented on the programs and the participating institutions of higher education and departmental units as well as on the students who were awarded an ERASMUS grant in that academic year. The data is taken from documentation which regularly becomes available in the administration of the ERASMUS program including applications, reports and financial statements of the program. Information is provided on home and host country, field of study, number and kinds of participating departmental units, timing of stay abroad in the course program, duration of the study period abroad, sex, age at entry to higher education and age at study abroad of the students as well as purposes and amount of support received. Information is presented on 293 programs receiving grants for student mobility from ERASMUS, and 3,244 students awarded support from the scheme. (JB)

ED 336 029 HE 024 849

Chatman, Steve; Jung, Loren

Concern about Forecasts of National Faculty Shortages and the Importance of Local Studies. AIR 1991 Annual Forum Paper.

PUB DATE- May 91

NOTE- 31p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Aging in Academia; *College Faculty; Higher Education; Literature Reviews; National Surveys; Prediction; Research Reports; Teacher Retirement; *Teacher Shortage; *Teacher Supply and Demand; Trend Analysis

IDENTIFIERS- *AIR Forum

This paper questions whether there is sufficient evidence, as presented in the popular press, to support special action to increase the supply of college and university faculty. The higher education popular press has published several forecasts of faculty shortages due to the mass retirement of expansion era faculty and the forecasted low numbers of doctoral graduates. These forecasts of national shortages encouraged a local study of faculty attrition in a four-campus university system. The local study considered factors not accounted for in national studies but important locally: whether disciplinary field of study or campus location (urban or rural) has been associated with faculty attrition in the recent past and should therefore be considered when modeling demand for new faculty. Discipline and institution location were found to have no significant effect on the likelihood of faculty to continue employment from year to year when faculty age was controlled. Although the retirement rate was expected to increase, no evidence of massed retirements producing an increased demand for new faculty was found. The lack of forecasted increases in demand for faculty locally lead to a reconsideration of national forecast studies, especially when it was determined that the age distribution of faculty across system campuses was similar to faculty nationwide. Contains 24 references. (Author)

ED 336 105 IR 053 702

Streit, Samuel Allen

The Higher Education Act, Title II-C Program: Strengthening Research Library Resources. A Ten Year Profile and an Assessment of the Program s Effects upon the Nation s Scholarship. Executive Summary.

PUB DATE- Apr 91

NOTE- 33p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Libraries; *Access to Information; Case Studies; Federal Aid; Grants; Higher Education; *Library Collection Development; Library Statistics; Longitudinal Studies; *Preservation; *Research Libraries; Research Opportunities; Trend Analysis

IDENTIFIERS- *Strengthening Research Library Resources Program

Congress established the Strengthening Research Library Resources Program through Title II-C of the 1976 Education Amendments to the Higher Education Act of 1965 to promote research and education throughout the United States by financially assisting major research libraries. Since 1978, nearly 70 million in grants have been distributed to U.S. research libraries in three program areas: bibliographic control (access), preservation, and collection development. This study, whose aim is to trace how the Title II-C program has facilitated scholarly research, consists of two components. Part One is a series of brief profiles presenting data pertaining to program funding by Congress; the number and size of grants awarded; the nature of institutions receiving Title II-C funding; the distribution of projects among the program s three primary funding priorities; and the geographical distribution of the 360 grants awarded between 1978 and 1989. Part Two consists of 22 representative case studies, 11 of which illustrate the scope of project activity within the three program priorities. The remaining case studies describe the cumulative contributions to a single academic discipline: music. (7 tables) (MAB)

ED 336 126 JC 910 141

Vorp, Ron

American College Testing Program (ACT) Survey of Postsecondary Plans: Dade County High School Composite Report Summary. Research Report No. 89-22R.

PUB DATE- Oct 89

NOTE- 249p.; Not available in paper copy due to the marginal reproducibility of the original document. Appendix contains many pages of small, broken type.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academically Gifted; Black Students; College Choice; Community Colleges; High Schools; *High School Students; Paying for College; Questionnaires; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Student Needs; Tables (Data); Two Year Colleges

IDENTIFIERS- Dade County Public Schools FL

In 1989, a survey was conducted of Dade County Public High School (DCHS) seniors to determine high school students postsecondary occupational and educational plans and to identify characteristics which students considered important in selecting a college, particularly with respect to Miami-Dade Community College (MDCC). The survey focused on three groups targeted for recruitment efforts by the Enrollment Management Steering Committee: DCHS seniors as a whole; black students as a subset; and academically talented students as a subset. Study findings included the following: (1) 85.3% of the respondents planned to continue their education beyond high school, with 65.6% planning to do so during their first year after graduation; (2) the cost of attending school was among the top three factors which the largest percentage of seniors considered important in college selection; (3) 51.2% of the students indicated that their parents would be a major source of funding, while 44.4% considered their own employment a major source of funding; (4) 56.4% of the students planned to get a bachelor s degree or higher, 16.4% planned to obtain a two-year degree, and 19.0% planned to go into a vocational-technical program or to take job-related courses; (5) more than 50% of the respondents agreed or agreed strongly that MDCC was reasonably priced, provided sufficient financial aid, had high quality academic programs and a flexible schedule of courses, and met the needs of part-time students; and (6) academically talented students were more apt than the sample as a whole to plan to go to college, obtain a bachelor s degree or higher, and attend a four-year institution. Data tables and the survey instrument are attached. (JMC)

ED 336 222 RC 018 286

Colorado Migrant Education Program Recruiters Manual.

PUB DATE- 91
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Eligibility; Employment Qualifications; Federal Programs; Identification; Interviews; *Job Skills; *Migrant Education; Parent Participation; *Student Recruitment; Surveys
IDENTIFIERS- *Colorado Migrant Health Program

The purpose of this manual is to assist Migrant Education recruiters in effectively executing their job responsibilities. Part D of Chapter 1 of Title 1 of the Elementary and Secondary Education Act provides financial assistance through state education agencies to local operating agencies to meet the special educational needs of children of migratory agricultural workers in school attendance areas and schools with high concentrations of migratory children. Recruitment is a mandatory component of this federal program. The manual provides information in the following areas: (1) migrant education overview; (2) identification and recruitment; (3) state plan for identifying and recruiting all eligible migrant children; (4) role of the recruiter; (5) migrant recruiter responsibilities; (6) eligibility of migrant children; (7) finding the migrant children through surveys and networks; (8) interviewing the family; (9) the Certificate of Eligibility; (10) parental involvement; (11) referrals; (12) Colorado Migrant Health Program; and (13) resources (state and county agencies and organizations that help recruiters). The manual also contains a section of sample forms and instructions on completing the forms used by the migrant recruiter. Appended are: a list of crops and agricultural activities in Colorado; answers to eligibility exercises; and guidelines for the Migrant Student Record Transfer System (MSRTS) Inquiry Process Information Center. Finally, recruiting tips and a glossary of terms and abbreviations are provided. (KS)

ED 336 309 SO 021 294

Summary of the World Conference on Education for All. The Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 21.

PUB DATE- Apr 90
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Developing Nations; Educational Administration; *Educational Development; Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; *International Education; International Educational Exchange; *International Programs
IDENTIFIERS- *Caribbean; *Latin America; UNESCO

This bulletin features four papers, a summary of the World Conference on Education for All held in Jomtien, Thailand in March of 1990, the World Declaration on Education for All, and a framework for action to meet basic learning needs. The four presentations include: "Educational Planning in the Future" (Jesus M. Gurriaran); "An Analysis of Educational Financing and Administration in a Context of Austerity. The Case of Uruguay" (Aldo E. Solari); "Strategies Utilised to Introduce a Caribbean Examinations Council" (Barbara Bailey); and "The School Councils and Educational Development. An Argentinian Experience" (Antonio P. F. Salviolo). The document concludes with an outline of UNESCO Regional Office for Education in Latin America and the Caribbean (OREALC) activities and a list of OREALC publications. (DB)

ED 336 352 SP 033 243

Smith, Robert W.
Obstacles to Student Teacher Reflection: The Role of Prior School Experience as a Barrier to Teacher Development.
PUB DATE- Apr 91
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Biographical Inventories; Elementary Secondary Education; Higher Education; Learning Experience; Preservice Teacher Education; *Prior Learning; Schools of Education; Self Efficacy; *Sexual Identity; *Student Teacher Attitudes; *Student Teachers
IDENTIFIERS- *Reflective Thinking

This study was conducted to examine the influences of prior school experience on student teachers thinking. It includes descriptions of students prior school experiences and an intervention in which students were asked to reflect on and re-evaluate those experiences. Beliefs about education, learning, self worth, abilities, and the development of gender identity were investigated. Six student teachers, three male and three female, were interviewed twice, once at the beginning of the project and once at the end. The interviews included identical and specific questions about prior school experiences and how those events related to an understanding of the teacher s role and work. A support group was then established in which similarities and differences in experiences were discussed. It was clear that all of the student teachers had acquired at least some awareness of the influence of their prior school experiences. Teacher education programs must offer trainees an opportunity to reflect on the experience of being a student in order to break the cycle of students becoming teachers who replicate the forms of teaching which may have so limited their own lives. (LL)

ED 336 392 TM 017 021

United States Catholic Elementary and Secondary Schools 1990-91:
Annual Statistical Report on Schools, Enrollment and Staffing.

PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; Comparative Analysis; *Educational Trends; Elementary Secondary Education; *Enrollment; Graphs; *National Surveys; Private Schools; Public Schools; School Demography; School Personnel; *School Statistics; *Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *Staffing Patterns

Core school enrollment and staffing data from the historical file of the National Catholic Educational Association (NCEA) are presented for 1990-91 and for some previous years (typical comparisons are made with data for 1982-83 and 1989-90). The following demographic trends that influence both public and private education are summarized: (1) United States population trends; (2) school-age populations; (3) enrollment in public and private schools; (4) teachers and student-teacher ratios; (5) characteristics of private schools; (6) statistics on Catholic education; (7) Catholic school enrollment; and (8) staffing of Catholic schools. Data for 2,475,439 students in 8,587 Catholic schools in 1990-91 are presented. Comparisons are made with other private schools and the public sector. Data were submitted by 174 archdiocesan and diocesan offices of education and, in some cases, state Catholic conferences, representing 100% of Catholic schools. The data are presented in 21 exhibits, which include 18 graphs, 18 tables, and 1 figure. Appendix A lists Catholic school statistics by state and diocese or archdiocese. Appendix B lists enrollment increases by state. (SLD)

ED 336 047 HE 024 869

Saupe, Joe L.
A Spreadsheet for a 2 x 3 x 2 Log-Linear Analysis. AIR 1991 Annual Forum Paper.

PUB DATE- May 91
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; Higher Education; *Institutional Research; Microcomputers; *Spreadsheets; *Statistical Analysis
IDENTIFIERS- *AIR Forum; *Log Linear Models; Multidimensional Models; University of Missouri Columbia

This paper describes a personal computer spreadsheet set up to carry out hierarchical log-linear analyses, a type of analysis useful for institutional research into multidimensional frequency tables formed from categorical variables such as faculty rank, student class level, gender, or retention status. The spreadsheet provides a concrete vehicle for presenting the general nature, as well as the computational details of a log-linear procedure. The program was prepared in Symphony but can be translated to Lotus 123 or replicated readily with other spreadsheet software. It includes 11 sections or pages: one for entering observed frequencies (the only input required), one for each of 8 applicable log-linear models, one for iteratively-derived estimates of expected values for the model for the third second-order interaction and one for summary tables. The spreadsheet could be used with non-hierarchical models by copying the page for one of the models analyzed onto an empty spreadsheet range, and then changing the formulas which calculate the expected frequencies for the added model. It would also be possible to add a section to each model page of the spreadsheet in which "standardized residuals" were displayed. Five references and five tables complement the text. (JB)

ED 336 066 IR 015 073

High Performance Computing and Networking for Science--Background Paper.

PUB DATE- Sep 89

NOTE- 51p.; For reports and hearings on the High Performance Computing Acts of 1989, 1990, and 1991, see ED 328 244, ED 329 226, and ED 332 693-694.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Computer Networks; Federal Government; Federal Legislation; *Information Networks; *Information Technology; International Programs; *National Programs; Public Policy; *Research and Development; Telecommunications

IDENTIFIERS- *High Performance Computing; *National Research and Education Network; Supercomputers

The Office of Technology Assessment is conducting an assessment of the effects of new information technologies--including high performance computing, data networking, and mass data archiving--on research and development. This paper offers a view of the issues and their implications for current discussions about Federal supercomputer initiatives and legislative initiatives concerning a national data communication network. The observations to date emphasize the critical importance of advanced information technology to research and development in the United States, the interconnection of these telecommunications technologies into a national system program, and the need for immediate and coordinated federal action to bring into being an advanced information technology infrastructure to support U.S. research, engineering, and education. High performance computers are discussed in detail using the Cornell Theory Center, the National Center for Supercomputing Applications, the Pittsburgh Supercomputing Center, the San Diego Supercomputer Center, and the John von Neumann National Supercomputer Center as examples. Several high performance computer facilities at the state level are also reviewed, as well as changes in the scientific computing environment, the review and renewal of the National Science Foundation (NSF) Centers, and international programs in Japan and Europe. A detailed discussion of the status of and policy issues surrounding data networking for science focused on the proposed National Research and Education Network (NREN) concludes the document. A list of reviewers and the names and affiliations of the High Performance Computing and Networking for Science Advisory Panel are included. (DB)

ED 336 085 IR 015 104

Federal Information Dissemination Policies and Practices: Hearings before the Government Information, Justice, and Agriculture Subcommittee of the Committee on Government Operations, House of Representatives. One Hundred First Congress, First Session, April 18, May 23, and July 11, 1989.

PUB DATE- 90
NOTE- 909p.; Reprints of Federal Register pages contain very small print.
LANGUAGE- English

EDRS Price- EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; *Federal Legislation; Federal Regulation; *Freedom of Information; *Government Publications; Hearings; *Information Dissemination; Information Networks; Information Technology; *Public Policy; Telecommunications
IDENTIFIERS- Congress 101st; *Freedom of Information Act

Three hearings were held in order to conduct a comprehensive review of the issues, problems, and activities affecting the public availability of government information. It is noted that new information technologies, particularly electronic formats and telecommunications, are forcing the reconsideration of the flow of information from the Federal Government to the citizens of the United States. This report presents the opening statement by Chairman Robert E. Wise; statements by 24 witnesses representing various federal agencies and journalistic, library, and legal organizations; and letters and statements submitted for the record. The following witnesses presented statements: (1) Kenneth B. Allen; (2) Scott Armstrong; (3) Jerry J. Berman; (4) Joseph E. Clark; (5) William A. Dobrovir; (6) John J. Franke, Jr.; (7) D. Kaye Gapen; (8) Patti A. Goldman; (9) Edward J. Hanley; (10) Joseph E. Jenifer; (11) Jane E. Kirtley; (12) Gerald D. Kleczka; (13) Nancy Kranich; (14) Paul Massa; (15) Jerry McFaul; (16) Paul K. McMasters; (17) Nicholas E. Mercury; (18) Pat Murphy; (19) John Penhollow; (20) Henry H. Perritt, Jr.; (21) Ronald Plesser; (22) Harold B. Shill; (23) P. James Terragno; and (24) Alan Westin. Nine appendices contain additional miscellaneous materials. (DB)

ED 336 241 RC 018 321

Shadiow, Linda K.
Change and Diversity: Communities Link with Higher Education: Reconsidering the Nature of Service Partnerships.
PUB DATE- 20 Jun 91
NOTE- 7p.; Panel presentation at the National Conference on Rural Adult Education Ini itiatives (Kansas City, MO, June 20-22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Higher Education; Institutional Mission; *Public Service; *Role of Education; *School Community Relationship
IDENTIFIERS- *Partnerships

This paper discusses how higher education involvement with community service can be sustained and strengthened. There has been increased discussion of community and university partnerships during the last few years, as exemplified by the summer 1991 issue of "Teachers College Record." Higher education is challenged to integrate service activities into the intellectual work of the faculty. Boyer s "Scholarship Reconsidered" identifies four categories of scholarship: (1) the scholarship of discovery; (2) the scholarship of integration; (3) the scholarship of application; and (4) the scholarship of teaching. Through the scholarship of application, the potential exists to incorporate scholarly activity in public service ventures by testing theories in the field and gaining new intellectual understandings. There are two examples of opportunities to strengthen the support for service work in higher education. First, the University of Pennsylvania initiated an undergraduate honors history course entitled, "Urban Universities and Community Relationships." Second, President Bush s educational strategy proposal, America 2000, offers opportunities such as a network of American 2000 communities, a New American Schools Development Corporation, and research and development teams. (KS)

ED 336 260 SE 052 147

Snodgrass, Gwendolyn L.
The Pathological Ethos: Looking for a Rhetorical Perspective on Scientific Fraud.
PUB DATE- 22 Mar 91
NOTE- 15p.; Paper presented at the Conference on College Composition and Communication (Boston, MA, March 22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cheating; Codes of Ethics; *Ethics; *Faculty Publishing; Medical Education; Medical Schools; Medical Students; *Plagiarism; Promotion (Occupational); Publications; Publish or Perish Issue; *Researchers; *Research Reports; Scientific Research; Sociology; Theories; Values; Writing for Publication
IDENTIFIERS- *Fraud

According to the medical research community that attempts to define the scope of fraud, biomedical fraud includes such phenomena as salami science, which is the practice of dividing a project into a number of brief publications, called least publishable units; autoplagiarism, the practice of writing up the same study in a variety of forms and submitting each; and unjustified authorship, the practice of adding names to the manuscript as "favors." Even sloppy recordkeeping contributes to biomedical fraud. This paper tries to uncover why biomedical fraud has proliferated. Sociological theories about the scientific method developed by Merton, Kuhn, and social constructivists are discussed. The origins of fraud as explained by the medical community are included. (28 references) (KR)

ED 336 412 TM 017 178

Blair, R. Clifford; Sawilowsky, Shlomo S.

Confounding Covariates in Nonrandomized Studies.

PUB DATE- 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (12th, Chicago, IL, October 17-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Equations (Mathematics); Mathematical Models; *Research Design; Research Problems

IDENTIFIERS- *Confounding Variables; *Nonrandomized Design

Analysis of covariance (ANCOVA) is a data analysis method that is often used to control extraneous sources of variation in non-equivalent group designs. It is commonly believed that as long as the covariate is highly correlated with the dependent variable there is nothing to lose in using ANCOVA, even in non-randomized studies. This paper examines some of the conditions that lead to successful and unsuccessful criterion source adjustments, and demonstrates that under certain circumstances, ANCOVA may perform in a manner that is antithetical to its intended purpose. Several hypothetical data sets were constructed, each with 70 observations, to illustrate two examples of appropriate ANCOVA use and two examples of inappropriate results. ANCOVA may serve to introduce confounding variables into the analysis when covariates represent differences between groups that are unrelated to outcome measures. Two tables present information from the analyses. A 26-item list of references is included. (Author/SLD)

ED 336 144 JC 910 418

Sumner, Jo; And Others
Shared Governance at Sierra College.

PUB DATE- May 91
NOTE- 51p.; Materials presented at the National Institute for Staff and Organizational Development (NISOD) Annual International Conference on Teaching Excellence (13th, Austin, TX, May 19-22, 1991). "Organizational Chart" contains print too small to be legible.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Governing Councils; *College Planning; Community Colleges; *Educational Policy; *Meetings; *Organizational Change; *Participative Decision Making; Policy Formation; Power Structure; Two Year Colleges

The development of shared governance at Sierra College (SC) in California is chronicled in this report. The first sections of the report provide a chronology of team, board, and committee meetings and colloquia involved in the process of implementing shared governance at the college; present summaries of breakout group reports, evaluative comments, and a report on outcomes from one of the colloquia; and two lists of statements representing the colloquium participants vision for SC and sense of its mission. The next section contains the Sierra Community College District Board Policy on shared governance, covering: (1) the purpose of shared governance; (2) the functions and membership of the college council, faculty senate, classified senate, administrative senate, and various committees and task forces; (3) processes by which all of the governing groups shall operate; and (4) the governance model utilized at SC. The final sections present the constitutions of each of the senates for faculty, classified personnel, and administrative personnel. Each contains provisions relating to membership, purposes, officers and administrative board, nomination and election of officers, duties of officers, representation on the college council, committees, meetings, quorum, parliamentary authority, and amendments. (JMC)

ED 336 162 JC 910 439

Curtis, LeaAnn; Murphrey, Suzanne

Jobs, Welfare, and Links with Education.
PUB DATE- 91
NOTE- 6p.; Paper presented at the National Institute for Staff and Organizational Development Annual National Conference on Teaching Excellence (13th, Austin, TX, May 19-22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Community Colleges; Counseling Services; *Employment Programs; *Job Placement; Job Skills; *Job Training; Self Esteem; State Programs; Two Year Colleges; Welfare Agencies; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Kansas

The federally mandated welfare program Jobs Opportunities and Basic Skills (JOBS) was preceded in Kansas by KANWORK, a pilot effort in four counties designed to initiate job preparedness and esteem-building programs. KANWORK, which was to be mandatory for certain public assistance recipients, included education, job skills training, job readiness activities, job development and placement, supervised and unsupervised job searches, job club, on-the-job training, community work experience, and support services such as child care, transportation, and special financial allowances. Self-esteem enhancement activities have been built into all phases of KANWORK. According to the KANWORK summary report for fiscal year 1989, 3,852 Aid to Families with Dependent Children (AFDC) clients were screened and, of these, 1,150 individuals were placed in jobs. In Garden City, one of the four KANWORK sites, the program s impact on welfare recipients, Garden City Community College (GCCC), and the local office of Kansas Social and Rehabilitation Services (KSRS) has been considerable. At the KSRS, six staff members, including 3 caseworkers with a case load of 150 clients each, were hired to teach job seeking skills, solicit work experience sites, develop an interview clothing bank, and develop life skills management and volunteer mentoring programs. Prior to KANWORK, the Adult Learning Center at GCCC only offered individual tutoring geared for pre-General Educational Development instruction. In less than 3 months, KANWORK clients had swelled the tutoring program to overflowing, necessitating the addition of four classes in basic reading, mathematics, and writing. KANWORK has also referred 240 individuals to GCCC for enrollment in vocational and academic programs. (PAA)

ED 336 183 PS 019 695

Holden, George W.; And Others
Computer-Elicited Parental Self-Reports: Reactions to, Reliability, and Behavioral Validity.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Data Collection; Evaluation Methods; Interviews; *Microcomputers; Mothers; *Parent Child Relationship; Questionnaires; *Research Methodology; *Test Validity
IDENTIFIERS- Computerized Techniques; *Computer Presented Social Interactions; *Test Retest Reliability

This paper discusses a method of eliciting parental self-reports about child-rearing behavior. The method, called computer-presented social situations (CPSS), uses vignettes that are presented on computers. Several studies examined: (1) what mothers think about the technique; (2) reliability of data collected by the technique; and (3) validity of data compared to actual maternal behavior. In one study, mothers responded through computers, questionnaires, or interviews to 24 questions concerning child misbehavior vignettes. The CPSS was rated more favorably on four factors than were the other methods of eliciting self-reports, but were rated less favorably on expression than was the interview. A second study failed to replicate these results. In a third study, mothers responded twice, before and after a two-week interval, to a 104-question CPSS program. Test-retest results were acceptable and compared favorably with other methods. In a fourth study, mothers were observed on a visit to a supermarket with their children, and responded to a CPSS program about child misbehavior during the visit. The overall agreement between mothers observed behavior and intentions assessed by means of the computer was 36 percent. A reference list of six items is included. (BC)

ED 336 310 SO 021 331

McIntosh, Peggy

Interactive Phases of Curricular and Personal Re-Vision with Regard to Race. Working Paper No. 219.

PUB DATE- 90
NOTE- 21p.; For related documents, see ED 244 895 and ED 335 261-262.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Culture; Black History; *Curriculum Development; Educational Theories; *History Instruction; Minority Groups; Multicultural Education; Racial Bias; *Racial Differences; Racial Relations; Social Theories

Most white, middle-class citizens see society from a monocultural perspective, a perspective that assumes, often unconsciously, that persons of all races are in the same cultural system together. This single-system form of seeing the world, is blind to its own cultural specificity. People who see persons of other races monoculturally cannot imagine the reality that those "others" think of themselves not in relation to the majority race but in terms of their own culturally specific identities. This paper presents an "interactive phase theory" with regard to race that is intended to reassess school curricula in terms of heightened levels of consciousness concerning race. In the context of U.S. history courses, five phases are presented: phase one: all-white history; phase two: exceptional minority individuals in U.S. history; phase three: minority issues, or minority groups as problems, anomalies, absences, or victims in U.S. history; phase four: the lives and cultures of people of color everywhere as history; and phase five: history redefined and reconstructed to include all people. (DB)

Burnham, Jeffrey B.
The Nature of Politics and Government...Differing Concepts of "Authority" in the World...Differing Views of the "State." Resource Packet.

SPONS. AGENCY- United States Inst. of Peace, Washington, DC.
PUB DATE- Feb 90
NOTE- 26p.; Intended to be used with "CIVITAS: A Framework for Civic Education." For related documents, see SO 030 206-208.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Responsibility; Curriculum Guides; Educational Trends; Futures (of Society); Instructional Development; Non Western Civilization; *Political Science; *Political Socialization; Secondary Education; Social Studies; Values Clarification; Western Civilization

This resource packet is designed to provide teachers and other civic educators with an introduction to differing concepts of authority views of the state in a complex world environment and to serve as a blueprint for developing materials, classes and programs for civic education. The material discusses: (1) the relationship between the concepts of state, nation, nation-state, and ethnic group; (2) the purposes served by various states and their priorities; and (3) the exercise of political authority and use of power without authority. The papers included are: "On the Concept of Authority" (R. Freeman Butts); "The Soviet View of the State" (The Close Up Foundation); "On the Crisis of Legitimacy in the Communist World" (James H. Billington); and "Citizenship and Different Views of the State" (Jeane J. Kirkpatrick). Discussion questions, program and curriculum ideas, suggested readings, and a list of organizations with related resources conclude the document. (NL)

ED 336 373 SP 033 289

Weis, Jennifer D. H.

Curriculum, Tracking, and Trust: Cause and Effect of Society s Imbalance.

PUB DATE- Jul 91

NOTE- 15p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Ability Grouping; Curriculum Development; Educational Environment; Educational History; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; *Hidden Curriculum; Socialization; *Social Values; *Teacher Role; *Teacher Student Relationship; *Track System (Education)

The hidden curriculum is that set of intentional outcomes from schooling not formally recognized or written. Although not perceived by educators as a measurable construct, the hidden curriculum has been a significant underlying caretaker of culture. Changes in the hidden curriculum can occur more quickly than changes in the formal curriculum, which are slowed down by mandates. Homogeneous grouping, tracking, maintains the destruction of equalized learning and reinforces the perpetuation of unequal opportunity and socialization within the classroom. Empirical evidence does not support the traditional belief that tracking benefits both high- and low-level students and that teaching homogenous groups is easier. Historically, the demand for efficiency was the primary initiator of active tracking. Reliance on standardized testing to evaluate student achievement has supported the belief that homogeneous grouping is more efficient. To the extent that homogeneous grouping reinforces prejudices on the part of teachers in their relations with students, it is an impediment to the trust that students need to have in their teachers in order for student learning to be maximized. (IAH)

ED 336 204 PS 019 922

Bauer, Anne M.; And Others
Parenting Children Who Have Been Prenatally Exposed to Drugs or Alcohol: A Handbook for Foster and Adoptive Parents.
SPONS. AGENCY- Cincinnati Univ., Ohio.
PUB DATE- 90
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; *At Risk Persons; Birth Weight; Child Development; *Child Rearing; Cocaine; *Drug Abuse; Foster Family; Interpersonal Competence; Language Skills; Parent Child Relationship; *Prenatal Influences; Special Education; Stress Variables; *Young Children
IDENTIFIERS- *Child Behavior; Fetal Alcohol Syndrome

This manual provides an overview of the early child development of normal children with low birthweight who have been exposed to drugs before birth. The research on children exposed to cocaine and alcohol during the prenatal period is reviewed, as are the results of studies showing deficiencies in language and social development of drug-exposed children. Ways for foster parents to help children with these deficiencies are suggested. Issues relating to the parenting of drug-exposed children concern stress, burnout, and child and parent characteristics. Suggestions for parenting stressful children involve diet and exercise, relaxation techniques, social support systems, and time management. A discussion of behavior management of drug-exposed children addresses the ultimate goal of children s self-management; the reasons children do what they do; and the special problems of children who have been maltreated. The referral process for special education, the categories of special education children, special education services, and ways of helping a child in special education are described for parents with school-age children. A glossary of technical terms is included. An appendix describes a study that examined the effects of crack babies on the child welfare system. (76 footnotes; 108 references) (BC)

ED 336 282 SO 021 080

The Soviet Union and Eastern Europe: Teacher s Guide. Revised Edition.

PUB DATE- 90
NOTE- 119p.; For earlier editions, see ED 286 782 and ED 312 209.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Elementary Secondary Education; Foreign Countries; Foreign Culture; Global Approach; *International Studies; Learning Activities; Multicultural Education; Social Studies; Teaching Guides; Teaching Methods; World History
IDENTIFIERS- *Europe (East); Global Education; *USSR

An overview of the histories and cultures of the Soviet Union and the countries of Eastern Europe is provided for K-12 teachers in this guide. The guide is not intended to serve as a comprehensive history, nor as an in-depth analysis of the political and economic systems of these countries. It is hoped that teachers will share the information with students by incorporating the material into the daily curriculum or through special units on the Soviet Union and/or Eastern Europe. Suggestions are made for classroom or individual study projects. Puzzles are provided to familiarize students with vocabulary. A 90-item bibliography of materials also is included in the guide. (DB)

ED 335 946 FL 019 451

Dooley, Robert A.; Clifton, John
Work Papers of the 1990 Summer Institute of Linguistics, University of North Dakota Session. Volume 34.
PUB DATE- 90
NOTE- 96p.; For individual papers, see FL 019 425-456.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *American Indian Languages; Classification; Discourse Analysis; Form Classes (Languages); *Hebrew; Language Research; Linguistic Theory; *Phonetics; Pronouns; *Uncommonly Taught Languages
IDENTIFIERS- Chamicuro; Kope; *Markedness; Sioux (Tribe); Zapotec

Five working papers in linguistics are presented. "Case Marking Strategies in Kope" (John Clifton) shows that there are different strategies followed by Kope for marking core as opposed to peripheral arguments, and discusses typological implications. In "Unmarked and Marked Instances of Topicalization in Hebrew" (Stephen H. Levinsohn), the normal or unmarked function of topicalization in narrative discourse is spelled out. "Zapotec Pronoun Classification" (Stephen A. Marlett) accounts for the distribution of pronouns based on the proper identification of the head of the phrase. "Laminal Sibilants in Chamicuro" (Steve Parker) examines the phonological status of this phoneme group and two possible explanations for the complex distribution patterns of Chamicuro sibilants. In "Possessor Ascension in Dakota Sioux" (Thomas M. Pinson), evidence is presented for Possessor Ascension, a construction in which a nominal that is semantically a possessor is syntactically not a constituent of the noun phrase but rather a constituent of the clause. (MSE)

ED 335 969 FL 800 230

Project Learning T.I.P. (To Improve Productivity). Final Report.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Gains; Adult Basic Education; Educational Objectives; English (Second Language); Enrollment Rate; *Hospital Personnel; Hospitals; *Literacy Education; Program Administration; Program Effectiveness; Program Evaluation; School Business Relationship; *Vocational Education; *Vocational English (Second Language)

The final performance report of Project Learning TIP (To Improve Productivity), a federally-funded program to improve the work-related skills of Dade County, Florida hospital workers, is presented in seven sections. The first outlines specific project objectives for recruitment, literacy gains, course completion, achievement, English language competency, and job performance and compares them to program accomplishments. The second section examines reasons for the discrepancies found between objectives and accomplishments. Section 3 enumerates participant characteristics. Program information dissemination and evaluation activities are described in two subsequent sections. A brief sixth section notes changes in key personnel during the course of the project. In the final section, a significant development that assures the institutionalization of the project, implementation of computerized learning laboratories in two of the three participating hospitals, is discussed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Benson, Martin T., Ed.
A Description of College Graduation Rates for the 1984 and 1985 Freshman Student Athletes. NCAA Academic Performance Study. Report 91-01.
PUB DATE- Jun 91
NOTE- 29p.; For other reports in this series, see HE 024 789-791.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Athletes; Cohort Analysis; College Athletics; *College Graduates; *College Outcomes Assessment; Comparative Analysis; Grade Point Average; Higher Education; Minority Groups; Standards; Statistical Analysis; Student Evaluation; Test Results
IDENTIFIERS- *National Collegiate Athletic Association Rule 48; *Student Athletes

This report is a description of the findings related to 5-year graduation rates of student athletes who entered National Collegiate Athletic Association (NCAA) Division I institutions in the fall semester of either 1984 or 1985. The study is based on data collected in the NCAA Study of Academic Performance of Student Athletes. Overall graduations rates are presented for a group of 3,288 student athletes from 85 Division I institutions. Further breakdowns include sex, race, and sport differences. Table 1 presents a breakdown of 5-year graduation rates for 1984 and 1985 student athletes. Table 2 summarizes the college outcomes for student athletes in the sample studied, and tables 3,4, and 5 show breakdowns of the graduation rates at specific levels of a high school academic predictor variable. The results from the study show the differences among various subgroups of student athletes in their academic preparation and performance. Findings indicate that females, in general, are better prepared and fare better than their male counterparts. The same is revealed for whites when compared with blacks; however, it is also shown that blacks, in general, performed slightly better than whites at the same level of preparation. (GLR)

ED 336 010   HE 024 830

Healy, Scott F.; And Others
School-College Articulation. Admission Practices Series.
PUB DATE- 91
NOTE- 76p.; Appended surveys contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admissions Counseling; *Articulation (Education); *College Admission; College Transfer Students; *Counseling Effectiveness; Counseling Services; Counselor Role; Higher Education; High Schools; *High School Students; *School Counselors; Two Year Colleges
IDENTIFIERS- Transfer Officers

A survey was done in order to describe and analyze how high school guidance counselors and college admission and transfer counselors operate within the college selection process and to recommend strategies to improve articulation among these groups. The survey involved four types of counselors, high school counselors, admission counselors at two-year institutions, admission counselors at four-year institutions, and transfer counselors at two-year institutions, and was conducted in two stages: Stage One identified categories of articulation tasks while Stage Two measured levels of agreement and ratings of importance for the identified articulation tasks. The second stage survey was mailed to 1,500 counseling professionals, and the response rate was 49 percent. Results found that at the college/university to high school level, there does not appear to be an articulation crisis though counselors indicate room for improvement. However, the articulation services provided to transfer students by four-year colleges are seen by transfer counselors as inadequate. Though each of the counselor groups suggested different ways to improve their services, all called for more formal strategic planning. The document includes 16 references and two appendixes containing copies of the surveys. (JB)

ED 336 030 HE 024 850

Clyburn, Michael

An Investigation of Institutional Research in Small, Private Colleges in the Southeastern United States. AIR 1991 Annual Forum Paper.

PUB DATE- May 91
NOTE- 50p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activities; *Administrative Organization; *Administrator Characteristics; *Administrator Role; Comparative Analysis; Higher Education; *Institutional Research; Literature Reviews; Private Colleges; School Surveys; *Small Colleges
IDENTIFIERS- *AIR Forum

This study investigated the role and scope of institutional research in regionally accredited, private colleges with a headcount enrollment of less than 3000 students located in the southeastern United States. The study queried 252 individuals (155 responses) who were primarily responsible for institutional research about the activities and role of the director on institutional research. Major conclusions included the following: (1) most small, private colleges lacked an effective institutional research operation and were therefore unprepared for accreditation evaluation; (2) the role of director of institutional research needed definition; (3) institutional research in these colleges received inadequate institutional commitment and support; and (4) institutional research activities were primarily dispersed, disjointed, and characterized by report generation for external organizations. Analysis of the findings suggested a model institutional research operation for small, private colleges with components covering: the role and characteristics of the director of institutional research; the organizational location, staffing, and funding of the office of institutional research; institutional research activities supporting institutional accreditation; and institutional culture and context of the institutional research function. Contains 22 references. (GLR)

ED 336 106 IR 053 703

Ecelbarger, Louisa Kay
Electronic Library Services: Choosing the Library Future.
PUB DATE- 91
NOTE- 122p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computers; *Futures (of Society); Grantsmanship; Information Networks; *Library Automation; Library Personnel; Library Planning; Library Role; Optical Data Disks; *Public Libraries; Staff Development; Telecommunications; *Users (Information)
IDENTIFIERS- *Maryland (Montgomery County)

Many futurists envision that the development of information technology will greatly impact the libraries of tomorrow. In response to this prediction, the Montgomery County (Maryland) Department of Public Libraries conducted a study of key trends and issues that the Montgomery County Public Libraries (MCPL) must consider if they are to remain a viable information resource in the 1990s. The main components of this review include a profile of the users of the 1990s; a scan of information technology and the trends in its development; an overview of where the Library s electronic systems are presently located; a look at funding prospects and alternatives; notes on potential changes on library organization and in the roles of librarians; four scenarios showing different library futures; 20 near-term recommendations for electronic services development; and an annotated bibliography of relevant materials. A subject index and glossary of terms are also provided. Appended to this report is a staff development package that corresponds to the previous sections. Included in this package are instruction sheets, assignments, and discussion question memoranda for participants in the MCPL staff development program. (MAB)

ED 336 261 SE 052 152

Maor, Dorit
Development of Student Inquiry Skills: A Constructivist Approach in a Computerized Classroom Environment.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Processes; *Computer Assisted Instruction; Computer Uses in Education; Concept Formation; Creative Thinking; *Databases; Epistemology; Foreign Countries; *Inquiry; Interviews; Learning Processes; Pretests Posttests; Science Curriculum; Science Education; Secondary Education; *Secondary School Science; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Constructivism

A study investigated the extent to which students inquiry skills can be facilitated through the use of a computerized science database (Birds of the Antarctica) and specially designed curriculum materials. Much attention was given in the program to developing both students inquiry skills and their subject-matter knowledge. Grade 11 and 12 students knowledge and skills development were interpreted as they interacted with the computerized database and the curriculum materials. The constraints to the development of inquiry skills and construction of understanding were identified. The theoretical framework of the study was based on a constructivist epistemology. An interpretive research methodology was employed to interpret students and teachers engagement in sense making and negotiating meaning. The results of a test of inquiry skills provided supportive data that helped to answer the main research question of how students develop inquiry skills. (22 references) (Author/KR)

ED 336 353 SP 033 251

Cardinal, Bradley J.

An Old Wine in a New Bottle: Opportunities for Physical Educators to Package and Deliver It, not Just Stomp Grapes.

PUB DATE- 90

NOTE- 10p.; Paper presented at the Annual Conference of the Western College Physical Education Society (35th, Reno, NV, October 17-19, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Financial Support; *Health Promotion; Higher Education; Physical Education; *Physical Education Facilities; *Physical Fitness; *Physical Recreation Programs; Program Development; School Community Relationship

IDENTIFIERS- *Eastern Washington University

To avoid the "old wine" of the past and move toward the future, physical education professionals will have to document what they do and change the way they package and deliver it. In 1975 Public Law 93-641 was passed and a report of the U.S. Surgeon General was released which called for health promotion and disease prevention. The report triggered a physical fitness and health promotion movement in the United States. Instead of limiting programs to the needs of physical education majors, physical education programs must move toward the delivery of programs that serve the health, fitness, and wellness needs of everyone. One school that has initiated such a program is Eastern Washington University (EWU). The Health, Physical Education, and Athletic Department began a fitness-wellness center, "The Body Shop." The Body Shop program uses a holistic, preventive approach as it focuses on establishing a base of physical fitness in its participants, as well as improvement of lifestyle variables. Since its establishment in 1987, the program has served the fitness and wellness needs of over 10,000 people ranging in age from 12 to 83. The program was initiated under a self-supporting financial plan and an EWU loan from the central administration. The original debt has been retired and the funds which the program generates are earmarked for continued development of programs for the university and the community. (AMH)

ED 336 393 TM 017 022

Stephan, Roger
Profiles of Alaska s Public School Districts, Fiscal Year 1990.
PUB DATE- Feb 91
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Expenditures; *Profiles; *Public Schools; School Demography; *School Districts; School Personnel; School Statistics; *State Surveys; *Statistical Data; Student Characteristics; Tables (Data); Teacher Student Ratio
IDENTIFIERS- *Alaska

Fulfilling its legislative mandate, the Alaska State Department of Education prepares annual profiles on state school districts. The summary of data in this publication represents only a portion of information gathered about Alaska public schools, but it does provide information on school operations, facilities, programs, students, and personnel. The profile format for the state total summary and each of the 54 districts is a two-page display of data grouped into six headings: (1) background; (2) operating revenues and expenditures; (3) funding community summary; (4) student characteristics; (5) staff ratios and statistics; and (6) staff and student demographics. In addition, student characteristics, staff ratios and statistics, and staff and student demographics are provided for two state-operated schools. Data were submitted to the Department of Education in reports from school districts or were taken from reports published by state and federal agencies. A glossary of terms is included, as is a directory of school districts. (SLD)

ED 336 413 TM 017 179

Schumacker, Randall E.
Rasch Rating Scale Analysis of Quality Indicators of Elementary and Secondary School Performance.
PUB DATE- Mar 91
NOTE- 27p.; Paper presented at the Annual Texas Testing Conference (5th, Austin, TX, March 4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; *Educational Quality; Elementary Schools; Elementary Secondary Education; Mail Surveys; Outcomes of Education; *Rating Scales; School Districts; School Effectiveness; School Surveys; Secondary Schools; State Surveys; *Superintendents; *Test Construction
IDENTIFIERS- *Quality Indicators; *Rasch Model; Texas

Types of quality indicators (QIs) for elementary schools and secondary schools in Texas, the selection of indicators by district superintendents in Texas, and the subsequent rating scale analysis using Rasch measurement procedures were studied. QIs were scaled from 1 to 7, with 1 representing "not important", and 7 representing "very important". Superintendents from 1,055 school districts in Texas received two separate 20-item QI rating scales for elementary schools and secondary schools. After a follow-up, the response rate was 71.5% (N=754). Results indicate that both the elementary school and secondary school rating scales were reliable. Item calibrations defined a continuum of important/not important variables, with item separation better defined for elementary school QIs as compared to secondary school QIs. The Rasch measurement model permitted comparisons of QI logits or standard scores (normal curve equivalents); consequently, it may have practical value for comparing similar schools. Eleven data tables and a 13-item list of references are included. An appendix provides descriptions of selected terms. (SLD)

ED 336 048 HE 024 870

Saupe, Joe L.
A Technique for Producing a Double-Entry Expectancy Nomograph from Observed Proportions without Distributional Assumptions. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Expectancy Tables; Higher Education; Institutional Research; Predictive Measurement; Predictor Variables; *Sample Size; *Statistical Analysis; Statistical Inference
IDENTIFIERS- *AIR Forum; *Nomographs; University of Missouri Columbia

This paper describes a procedure for smoothing the proportions of a double-entry expectancy table which might be used in higher education admissions advising or other functions. The product of the smoothing procedure is a nomograph, a medium for displaying expectancies which provides pairs of individual values for two predictor variables rather than pairs of ranges, as in the usual expectancy table. The paper demonstrates the procedure and the resultant nomograph, using the high school class percentile ranks, achievement test composite scores, and freshman year grade point averages of first-time freshmen of five consective entering classes at the University of Missouri, Columbia. The number of students available for developing the nomograph was 12,835, a large number. If it could be shown that the nomograph solution was satisfactory for that sample size, the question, "For what smaller sample sizes would it produce acceptable results?" could be raised. In a further step the study investigated the effects of varying sample size and minimum group size and found that samples smaller that 12,000 produce satisfactory expectancy nomographs but that the smallest sample possible may lie between 1,000 and 3,000. However, altering the minimum group size had little effect on the nomograph curves. The study concludes that valid expectancy nomographs can be produced from large samples using minimum group sizes of 50 and that these nomographs may be easier to use than the expectancy tables for which they are intended to substitute. Two figures, five tables and four references are included. (JB)

ED 336 086 IR 015 105

A Research and Development Strategy for High Performance Computing.

PUB DATE- 20 Nov 87
NOTE- 33p.; For related reports, see ED 332 693-694, IR 015 102-103, IR 015 125, and IR 015 204.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Networks; *Computer Science; Computer Software Development; *Federal Programs; Higher Education; National Security; *Research and Development; Technological Advancement
IDENTIFIERS- *High Performance Computing; Supercomputers

This report is the result of a systematic review of the status and directions of high performance computing and its relationship to federal research and development. Conducted by the Federal Coordinating Council for Science, Engineering, and Technology (FCCSET), the review involved a series of workshops attended by numerous computer scientists and technologists from academia, industry, and government. A consistent theme in the report is the need for these three groups to collaborate and exchange information on future research and development efforts. The report begins with summaries of the findings and recommendations, followed by discussions of: (1) the challenge, i.e., fundamental problems in science or engineering whose solutions would be enabled by the application of high performance computing resources; (2) a high performance computing strategy; (3) current status and trends, including high performance computing systems, software technology and algorithms, computer network technology, and basic research and human resources in computer and computational science; (3) the impact of computing technology on national security, science and engineering, and the economic sector; and (4) the establishment of the FCCSET and its activities. The findings and recommendations of the study are then presented in four areas: High Performance Computers, Software Development Technology and Algorithms, Networking, and Basic Research and Human Resources. Discussions of the implementation strategy and cost estimates for various elements of the strategy conclude the report. These elements include a national research network and joint research in computational science and engineering. (DB)

ED 336 127 JC 910 378

English Instruction in English-Language Colleges.

PUB DATE- Oct 90

NOTE- 40p.; Brief adopted in its original French version by the Conseil des colleges at its regular meeting (95th, Quebec, Quebec, Canada October 18-19, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College English; Community Colleges; *English Curriculum; *English Instruction; Foreign Countries; Higher Education; *Instructional Improvement; *Language Planning; Learning Strategies; Policy Formation; Program Evaluation; Teacher Student Ratio; Two Year Colleges

IDENTIFIERS- *Quebec

Developed to promote the consistency and quality of English instruction and to support the English-language colleges of Quebec in this direction, the report presents an overview of English instruction at the college level and presents recommendations to the Minister of Higher Education and Science (MHES) and the English-language colleges. Part I begins with a discussion of the fact that a considerable number of students reach college with limited English language skills, explaining the scope of the problem, causal factors, and consequences. Subsequent chapters in this section look at the administrative and educational framework of compulsory English language and literature courses, review the steps taken by the English-language colleges to improve students English-language skills, and identify problems associated with these initiatives and ways of overcoming them. Part II presents a rationale for intervention by the Conseil des Colleges, and offers principles and recommendations for English language instruction for the MHES and the English-language colleges. Recommendations for the MHES include the following: (1) define the chief objectives of English language and literature instruction; (2) reevaluate the series of compulsory courses and remedial courses; (3) introduce a specific student/teacher ratio for courses in language improvement, and provide sufficient resources to meet these ratios; and (4) provide additional funding for Learning

ED 336 223 RC 018 287

Migrant Education Program: Administrative Handbook 1990-1991.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Early Childhood Education; Educational Legislation; Elementary Secondary Education; *Federal Programs; *Grantsmanship; *Migrant Education; *Migrant Programs; Program Administration; Program Budgeting; Program Development; School Districts
IDENTIFIERS- *Colorado; Education Consolidaton Improvement Act Chapter 1

This handbook was developed to provide Chapter 1 Migrant Directors in local educational agencies with guidance in operating their Chapter 1 Migrant programs. It is based on the Chapter 1 Migrant Regulations issued on October 2, 1989 and the Migrant Education Program Policy Manual issued by the U.S. Department of Education in 1990. Information is provided in the following areas: (1) the role and responsibilities of the Migrant Education Program Director; (2) the Chapter 1 Migrant Education Program application; (3) subgrants; (4) service comparability; (5) supplementing nonfederal funds with federal funds, not supplanting (replacing them with federal funds); (6) maintenance of effort; (7) record keeping; (8) early childhood education services; (9) services to private school children; (10) support services (administration, technical assistance, and logistical support); (11) summer school programs; (12) coordination of services; (13) needs assessment; (14) testing and appropriate educationally related objective criteria; (15) service priorities; (16) parent involvement; (17) Migrant Student Record Transfer System (MSRTS); (18) identification and recruitment of migrant children; (19) student eligibility for the program; (20) state administration of the migrant education program; (21) allowable costs; (22) direct costs; (23) complaint procedures; 24) reallocation of excess funds; (25) onsite program review; (26) program staffing; and (27) evaluation of programs. (KS)

ED 336 242 RC 018 323

Prescott, Stephanie, Ed.
The American Indian: Yesterday, Today, & Tomorrow. A Handbook for Educators.
PUB DATE- 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Education; American Indian History; *American Indians; Class Activities; Cultural Differences; Elementary Secondary Education; Lesson Plans; State History; *Student Attitudes; Teaching Methods; *Tribes; Values
IDENTIFIERS- *California

A revision of a 1982 publication, this handbook on American Indians and their history and education includes the historical events and resources of the 1980s. This handbook provides materials to be incorporated into the school curriculum that will make non-Indian students more aware of the contributions of the American Indian and increase the pride and self-esteem of Indian students. Chapter 1 is devoted to terminology and discusses words used to define American Indians and their groups and to classify Indian languages. Chapter 2 presents an overview of American Indian history, particularly in California, from pre-contact days to the present. Chapter 3 deals with stereotypes and misconceptions about American Indians. Chapter 4 covers Indian values, attitudes, and behaviors; explains how they differ from those of the dominant culture; and summarizes educational implications. Chapter 5 provides non-Indian teachers with student-related information such as communication issues, cultural differences, parent attitudes, community influences, and suggested classroom strategies. Chapter 6 contains detailed lesson plans and class activities for grades K-12 on the whole of Indian life and history. The rest of the handbook contains over 350 references and resources, a chronology of historical events, maps of American Indians in California and North America, and suggested criteria for the evaluation of instructional materials. This document contains numerous pictures and photographs. (SV)

ED 336 332 SO 030 208

Pallasch, Brian Thomas

Constitutional and Non-Constitutional Governments...Similarities and Differences throughout History. Resource Packet.

SPONS. AGENCY- United States Inst. of Peace, Washington, DC.

PUB DATE- Mar 90

NOTE- 31p.; Intended to be used with "CIVITAS: A Framework for Civic Education." For related documents, see SO 030 206-207.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)

DESCRIPTORS- *Citizenship Responsibility; Curriculum Guides; Instructional Development; *Political Science; *Political Socialization; Secondary Education; Social Studies; United States History; Values Clarification; Western Civilization

This civic education resource packet is designed to provide teachers, community leaders, and other civic educators with an understanding of the differences between constitutional and non-constitutional governments. Six papers discussing the topic are included: "The Differences bewteen Constitutional and Non-Constitutional Governments" (John Patrick and Richard Remy); "On The Need for a Constitution" (James Madison); "Constitutionalism--Historical Background" (Herman Belz); "Differences between Authoritarian and Totalitarian Governments" (Jeanne Kirkpatrick); "Definition of Totalitarian Government" (Carl J. Friedrich); and "Constitutionalism and Peace" (Immanuel Kant). The document provides resources for developing materials, programs, and curricula to promote civic literacy. The material discusses and explains: (1) similarities and differences among constitutional and non-constitutional governments in terms of limitations on powers; (2) similarities in terms of the means governments use to maintain the legitimacy of authority and treatment of dissent; and (3) the examination of historical and contemporary governments and a determination as to whether they are constitutional or non-constitutional. Questions for discussion, suggested readings, other materials, and a list of organizations with related resources conclude the document. (NL)

ED 336 145 JC 910 419

Weitzman, Scott M.
The Economic Impact of the Community College System on the State of Florida.
PUB DATE- Aug 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Economic Factors; *Economic Impact; *Educational Economics; Educational Finance; *Expenditures; Labor Force Development; Mathematical Models; Outcomes of Education; *School Community Relationship; State Surveys; Two Year Colleges
IDENTIFIERS- *Economic Impact Studies; *Florida

In an effort to assess the economic impact of the Florida Community College System (FCCS) on the state, two theoretical models were utilized. The first model determines the FCCS s total expenditures in supplies and services, and then applies to these figures a mathematical multiplier to account for the additional economic business generated by re-spending within the economy. The second model utilizes human capital theory to measure the increased individual income earned and spent by former community college students as a result of having attended college. Study results include the following: (1) the 30,000 employees of the FCCS s 28 colleges receive over 480 million in wages, of which over 100 million are spent on home equity, and over 200 million on retail purchases within the state; (2) in support of their educational programs, the FCCS purchases 160 million in goods from Florida businesses; (3) direct purchases from Florida businesses attributed to the FCCS total over 470 million; (4) "second round" effects include creation of at least 42,000 additional jobs statewide as a direct result of college spending, and local businesses make 106 million in local purchases to support their sales to the college; (5) individuals educated in the FCCS are estimated to earn 3,000 more annually than high school graduates, placing total additional earnings of students in the work force in 1989-90 at more than 400 million; and (6) in total, the FCCS is estimated to generate more than 2 billion in business volume and to account for up to 150,000 jobs in the Florida economy annually. Detailed data tables and references are included. (PAA)

ED 336 283 SO 021 096

Loewenthal, Nessa P.
Update: Federal Republic of Germany.
PUB DATE- 90
NOTE- 138p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Cultural Differences; Cultural Opportunities; *Foreign Countries; *Foreign Culture; International Relations; Overseas Employment; Travel
IDENTIFIERS- *West Germany

The Federal Republic of Germany is widely respected for its highly developed economy, rich cultural life, and significant contributions to science, mathematics, and the arts. Designed for families or individuals planning to move to or live in Germany for extended periods of time, this book provides guidance in such practical matters as entry requirements, transportation, money, housing, schools, and insurance. The book contains 13 sections: (1) background; (2) before leaving; (3) on arrival; (4) values and customs; (5) doing business in Germany; (6) household pointers; (7) health and medical care; (8) schools; (9) cars and driving; (10) adult leisure; (11) major cities; (12) sources of information; and (13) recommended reading. Students participating in a foreign exchange program along with their parents also would find this information helpful. (DB)

ED 335 947 FL 019 452

Clifton, John

Case Marking Strategies in Kope.

PUB DATE- 90
NOTE- 20p.; In: Work Papers of the 1990 Summer Institute of Linguistics, University of North Dakota Session, Volume 34, p1-19, 1990. For collected papers, see FL 019 451.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; Grammar; *Language Patterns; Language Research; Linguistic Theory; *Nouns; *Prefixes (Grammar); *Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Kope; Markedness; Papua New Guinea

Case marking strategies in Kope, a Papuan language of Papua New Guinea, are analyzed in light of previous claims that most Papuan languages have one strategy for marking core relations and another for marking peripheral relations. A brief grammatical overview illustrates how core and peripheral relations are marked in Kope, including nominal case marking and verb agreement affixation. Another section examines the marking of middle-ground relationships (beneficiary, recipient, addressee). Then the functions of the prefix "Vm-" that go beyond marking the presence of those middle-ground relationships are analyzed. It is concluded that the treatment of middle-ground relations does not fit neatly into the previously-postulated typology. The verbal prefix "Vm-" is seen as always indicating the presence of an additional core relation, potentially marking four semantic relations (with beneficiary, recipient, addressee, or undergoer) depending on the grammatical context. (MSE)

ED 335 970 FL 800 237

Friedenberg, Joan E.
Project Learning T.I.P. (To Improve Productivity) Workplace Literacy Program at Lindsey Hopkins Technical Education Center, 1989-1990. Final Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Apr 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Basic Skills; English (Second Language); *High School Equivalency Programs; *Hospital Personnel; Hospitals; *Literacy Education; Nursing Education; Program Administration; Program Effectiveness; Program Evaluation; School Business Relationship; *Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- *Workplace Literacy

Project Learning TIP (To Improve Productivity) was a federally-funded 18-month workplace literacy program for hospital workers in Miami, Florida. Students enrolled in courses designed to improve work-related skills, including English as a Second Language, basic literacy, general basic skills, pre-nursing, and high school equivalency test preparation. The program enrolled 147 students of varied ethnic backgrounds, and was evaluated using a context-input-process-product model. Data were drawn from program documentation, on-site interviews with program and host institution administrators and staff, a written survey of students, group interviews with participants, telephone interviews with training staff, and a tour of the educational and hospital facilities. Evaluation results suggest that the program serves a vital role in its community, serving as a laboratory for development of cooperation between the public schools and business and industry and contributing to the personal and vocational competence of its participants. Recommendations for program improvement include the following: providing a liaison between hospital, school, and program; offering instruction at the hospitals and the training center; conducting monthly meetings for problem-solving; offering more counseling and assessment services; and providing creative child-care and transportation alternatives. Related documentation is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 335 991 HE 024 791

Benson, Martin T., Ed.
A Statistical Analysis of the Predictions of Graduation Rates for College Student Athletes. NCAA Academic Performance Study. Report 91-02.

PUB DATE- Jun 91
NOTE- 34p.; For other reports in this series, see HE 024 789-790.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Athletes; Cohort Analysis; College Athletics; *College Graduates; *College Outcomes Assessment; Comparative Analysis; Grade Point Average; Higher Education; Minority Groups; *Predictor Variables; Standards; Statistical Analysis; Student Evaluation; Test Results
IDENTIFIERS- National Collegiate Athletic Association; *Student Athletes

This report examines the predictors of college graduation for student athletes. Presented first are 5-year graduation results for the 1984 and 1985 cohorts of the National Collegiate Athletic Association (NCAA) data base. Questionnaires were sent to representatives at Division I schools in each of the 5 years. Data is analyzed from the responses of 82 different schools involving 4,845 student athletes. Table 1 summarizes the patterns of college outcomes and also gives breakdowns of graduation rates for white, black, male, and female student athletes. Table 2 provides a summary of descriptive statistics for 1984 and 1985 student athletes. The overall graduation rate as a probabilistic function of single predictor variables for 1984 and 1985 cohorts is provided in table 3. Figures for the linear combination of several of these variables are shown in table 4, and table 5 adds moderator variables and their interactions to the prediction equation. Table 6 is a summary of the accuracy and fit improvement of the high school grade point average and standardized test score variables broken down into separate demographic groups. Table 7 shows the improvement gained by adding knowledge of the institution that a student athlete chooses to attend, and the difference between the average student at the school and the student athlete in question. The final table provides a chronological summary of academic persistence prediction for 1984 and 1985 student athletes. Contains five references. (GLR)

ED 336 011 HE 024 831

McKinney, E. Bernadette; Hindera, John J.
Science and Institutional Research: The Links. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Structures; Higher Education; Inquiry; *Institutional Research; Models; Politics of Education; *Research Methodology; *Scientific Attitudes; Scientific Enterprise; *Scientific Methodology
IDENTIFIERS- *AIR Forum

This paper compares the process and structure of institutional research with three ways of conceptualizing science. The first section examines the scientific method as a process of disciplined inquiry, then compares institutional research to that process. The second section compares the logical structure of institutional research with the logical structure of scientific inquiry. The third section utilizes Thomas Kuhn s notion of scientific paradigms to examine the community of institutional researchers. Institutional research is seen to share many elements of science, though differing in purpose. The paper concludes that the dynamic nature of institutional research demands frequent shifts in the process of pattern identification, especially in light of the dependence of institutional research upon the politics of higher education and the social goals of governments and communities. Includes 14 references. (DB)

ED 336 067 IR 015 074

Corbett, Albert T.; Anderson, John R.
Feedback Control and Learning To Program with the CMU Lisp Tutor.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991)
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Feedback; Higher Education; Instructional Effectiveness; *Intermode Differences; Pretests Posttests; Problem Solving; *Programing; Questionnaires; Student Attitudes; Time on Task; *Tutorial Programs
IDENTIFIERS- Paper and Pencil Tests

This study manipulated the timing and control of error feedback in problem solving and examined their effects on skill acquisition by 40 undergraduate students learning to program in the computer language Lisp under four error feedback conditions. These four conditions included two types of symbol-by-symbol feedback that vary in content, a condition in which feedback is presented only upon request as the student works, and a condition in which no feedback is available until the student has completed an exercise. Questions of interest in the study were whether: (1) the feedback manipulation affects posttest performance and the timecourse of learning; (2) the feedback manipulation affects students perceptions of how well they have learned the material; and (3) students have preferences among feedback conditions. Results indicated that students who received feedback learned better than students in the no feedback condition, and that students in the two immediate feedback conditions finished the exercises most quickly. (8 references) (DB)

ED 336 107 IR 053 704

Rothlisberg, Allen P.
Resource Sharing for Better Service: The Northland Pioneer College/Mogollon High School Experiment.
PUB DATE- 22 May 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; College Libraries; High Schools; Information Seeking; *Interlibrary Loans; *Learning Resources Centers; *Library Cooperation; Library Instruction; Reference Services; School Libraries; *Shared Library Resources; Two Year Colleges
IDENTIFIERS- *Northland Pioneer College AZ

Northland Pioneer College, a decentralized community college serving rurally populated Northeastern Arizona, has a cooperative agreement with Mogollon High School Library in Heber to serve both college and high school students and faculty. Under this experimental agreement, on-site learning resource center services are provided by the high school, while cooperative reference services are provided by the college learning resource center in Holbrook. The college center also provides collections of materials which are sent on permanent loan to the high school library, helps with interlibrary loans, and faxes copies of articles for students and faculty. A limited amount of student help is also provided, as well as a COM (computer output microfilm) catalog of college holdings. Deliveries are made by shuttle service twice a week when classes are in session or overnight by UPS at other times. Reactions to this program have been favorable during the year that it has been in operation, and plans for the future include a one unit research skills class to be offered to area students in the fall and again in the spring. (MAB)

ED 336 163 JC 910 440

Credit Student Enrollment Trends. St. Petersburg Junior College Educational Program Abstracts, Volume 6, Number 1.

PUB DATE- Oct 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; Full Time Equivalency; Minority Groups; School Funds; *Student Characteristics; Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Saint Petersburg Junior College FL

Consisting primarily of data tables and bar graphs, this report describes the student population enrolled in credit degree programs at St. Petersburg Junior College (SPJC) and its branches (Tarpon Springs Center, Clearwater, and Health Education Center). Focusing on enrollment by the end of the first week of classes in fall 1991, the report also presents enrollment trends for the 5 years from fall 1987 through fall 1991. Study findings include the following: (1) of the 19,271 fall 1991 students, 69.7% were enrolled in the college transfer Associate of Arts degree program, 69.5% attended classes on a part-time basis, 69.8% were between the ages of 15 and 29 years with an average age of 26.6 years, 59.9% were female, and 89.1% were White, 5.2% were Black, 2.3% were Hispanic, and 2% were Asian; (2) the total number of students increased college-wide from 16,599 in fall 1987 to 19,271 in fall 1991; (3) despite an increase in total college-wide headcount enrollment, both Clearwater and St. Petersburg showed a decrease in the percentage of the total for the last 5 years, while the Health Education Center and Tarpon Springs Center showed an increase for the same period; (4) since 1987, a little less than one-third of SPJC students were enrolled for 12 or more hours; (5) between 1987 and 1991, about 60% of SPJC students were female; (6) the percentage of students 19 years of age and under decreased over the 5-year period; (7) the percentages of Blacks, Hispanics, and Asians increased over the 5 years; and (8) since 1988, student enrollment in Associate of Science degree and certificate programs decreased, a phenomenon that has greatly affected college funding. (PAA)

ED 336 184 PS 019 696

Johnson, Carl N.
From Anticipation to Reflection: Biological, Cognitive and Social Underpinnings of Children s Understanding of Intentionality.
PUB DATE- 18 Apr 91
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biological Influences; *Cognitive Development; *Epistemology; *Intention; Piagetian Theory; *Self Concept; Social Experience; *Socialization; Young Children
IDENTIFIERS- Body Awareness; *Cultural Universals

This paper discusses factors that relate to the development of children s theory of mind. Cognitive and biosocial views of the development of theory of mind are distinguished. The paper maintains that all cultures recognize the intentional personhood of children in the first two years, though they vary in their methods of dealing with this personhood. In support of this claim, a study of the similarities and differences in the ways Western white middle-class parents and Samoan parents treat infants is cited. Some of the differences in socialization involve the ways cultures interpret subjective mental states. These interpretations are discussed in two ways. First, the role of social experience in the transformation from prereflective experience to reflective understanding of mental states is considered. The factors of children s experience of conflict between their intentions and others intentions, and the role of caretaking adults, are discussed. Second, the structure of prereflective experience is discussed. Topics include the child s use of "no"; the development of a sense of self; and the role of bodily experience in the organization of higher order concepts. A list of 21 references is provided. (BC)

ED 336 311 SO 021 335

Donley, Susan K.; And Others
A Sampler of Ethnic Crafts.
SPONS. AGENCY- Pennsylvania State Historical and Museum Commission, Harrisburg.
PUB DATE- 90
NOTE- 75p.; For related documents, see SO 021 338-339.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Art Products; Educational Resources; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; *Foreign Culture; *Handicrafts; *Multicultural Education; Teaching Methods

This curriculum guide provides a sampler of the wide variety of expression practiced by cultural groups all over the world. The guide was developed to help fill the need for multicultural art resources that are respectful of both modern art education philosophy and of authentic, sensitive representation of other cultures. The types of materials represented in the guide include, fiber and fabric, paper and leather, wood, ceramic, metal, and other materials. Some of the ethnic groups represented include peoples from Ghana, Laos, Russia, and Peru, as well as Native Americans and German immigrants to Pennsylvania. To help teachers introduce each of the crafts within a cultural context, an illustration and short description of each craft tradition is provided, as well as directions on how to create the craft work in the classroom, motivation suggestions, background information, and a map for each of the ethnic groups represented. A 22-item bibliography appears at the end of the book for teachers who wish to explore further. (DB)

ED 336 374 SP 033 290

Pavan, Barbara Nelson

Determining the Usages of Clinical Supervision.

PUB DATE- 6 Apr 91
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Clinical Supervision (of Teachers); Collegiality; Elementary Secondary Education; Higher Education; *Instructional Improvement; *Questionnaires; *Rating Scales; Supervisory Methods; *Teacher Improvement
IDENTIFIERS- *Supervision Practices Questionnaire (Snyder Pavan)

Clinical supervision at its best is a collaborative process whereby teacher and observer work together for instructional improvement. The Snyder-Pavan Supervision Practices Questionnaire seeks to obtain a description of the clinical supervision practiced by administrators, supervisors, and teachers. The majority of items are scored five through one for "always" through "never" respectively. The data obtained from the questionnaire are analyzed with descriptive statistics. Five research studies have been conducted in Pennsylvania using the questionnaire with similar results, but further comparisons need to be made. With wider usage, further refinements in the instrument can be made. The instrument provides a tool for diagnosing the level of clinical supervision usage in a school or school district. Data from the instrument would enable the practitioner to determine if further training is needed or desired. Tables provide: an outline of the clinical supervision process; the Snyder-Pavan Clinical Supervision Practices Questionnaire; the questionnaire scoring guide; categories of use; Pavan elements present in "Instructional Improvement through Inquiry"; the concepts of clinical supervision and their respective question clusters; and a comparison of questionnaire items 1-28. (AMH)

ED 336 031 HE 024 851

Banta, Trudy; And Others
Critique of a Method for Surveying Employers. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Outcomes Assessment; Comparative Analysis; *Education Work Relationship; *Employer Attitudes; Followup Studies; *Graduate Surveys; Higher Education; Institutional Research; Job Skills; Mail Surveys; Outcomes of Education; Postsecondary Education; Questioning Techniques; Questionnaires; Relevance (Education); Research Methodology
IDENTIFIERS- *AIR Forum; University of Tennessee Knoxville

This paper describes and critiques a 1989 employer/alumni study conducted by the University of Tennessee at Knoxville (UTK) and four other state postsecondary institutions. The study was designed to: (1) develop a questionnaire to tap opinion about graduates preparation and a method of administration that could be used by both 2- and 4-year institutions of higher education; (2) determine employers priorities for the content of a college education for their employees and to compare those priorities by institutional type and occupational classification; and (3) determine employers perceptions of graduates preparation and skills and to compare these perceptions with those expressed by graduates themselves, as well as to analyze these perceptions by institutional type and occupational classification. The study method involved: (1) mailing alumni surveys to all 1987-88 academic year graduates; and (2) sending a letter to each employed graduate explaining the study s purpose and requesting permission to mail a questionnaire to his/her supervisor. Upon receiving permission, the employer questionnaire was sent to the supervisor with the graduate s signed permission statement. Results indicated that employers placed most value on oral and written communication skills, technical preparation, computing experience, and paid work experience in the field. College grade-point average was not related to employers performance ratings. The critique notes, however, that the basic methodology has inherent problems with permission-granting rates for alumni low and employers questionnaire responses highly positive, showing little variance. Telephone contact with alumni to obtain permission, coupled with interviews with employers who complete the mailed survey is recommended. Contains 34 references. (GLR)

ED 336 205 PS 019 941

Swick, Kevin J.
A Rural Teacher-Parent Partnership for the Enhancement of School Success: An Executive Summary.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 91
NOTE- 15p.; Faint type throughout. For related document, see ED 317 287.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)
DESCRIPTORS- *College School Cooperation; *Community Involvement; Computer Uses in Education; Curriculum Development; Elementary Education; *Family School Relationship; Higher Education; *High Risk Students; Inservice Teacher Education; Intervention; Parent Education; *Parent Teacher Cooperation; Program Descriptions; Program Effectiveness; *Rural Areas
IDENTIFIERS- Salkehatchie Consortium SC; University of South Carolina

The Teacher-Parent Partnership for the Enhancement of School Success Project was a cooperative project involving the University of South Carolina and the Salkehatchie Consortium (a collection of 18 rural school districts). Its goal was to increase the language, mathematics, social responsibility, and expressive skills of young at-risk children through an extension of the curriculum into the home. Ninety-two children and parents at three school sites (Allendale Primary, Denmark Primary and Estill Primary) participated. The project design consisted of a key concepts early childhood curriculum; training activities for teachers, parents, and children that promoted the curriculum in home and school settings; a collaborative management process; an extensive in-classroom emphasis on assisting at-risk learners; intensive parental involvement activities; a computer literacy curriculum; and a summer enrichment program. At the end of the one-year program, a criterion-referenced evaluation process was used to assess the project. The evaluation indicated that the collaborative design was very successful. The children improved impressively in all targeted areas (especially in communication skills), and in nontargeted areas. The most successful children had both teachers and parents who were highly involved with the project. (SAK)

ED 336 262　　SE 052 153

Freitag, Patricia K.; Abegg, Gerald L.
Learning in the Middle School Earth Science Classroom: Students Conceptually Integrate New Knowledge Using Intelligent Laserdiscs.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 91
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programing); Concept Formation; Cooperative Learning; Earth Science; *Hypermedia; *Interactive Video; Intermediate Grades; Junior High Schools; Metacognition; Middle Schools; *Optical Disks; Problem Solving; Science Education; Student Attitudes; Student Motivation; *Visual Learning; *Weather
IDENTIFIERS- Apple Macintosh; Concept Mapping

A study was designed to describe how middle school students select, link, and determine relationships between textual and visual information. Fourteen authoring groups were formed from both eighth-grade earth science classes of one veteran teacher in one school. Each group was challenged to produce an informative interactive laservideodisc project about "weather" for their classmates. Students used hypermedia on Macintosh computers with videodisc players and color monitors for authoring these lessons. Project topics included tornadoes, hurricanes, lightning, storms, clouds, rainbows, and floods. Laservideodisc authoring allows students to define and describe links between visual and textual information. "Authoring" groups used several strategies to complete their projects and were able to produce branching "stacks" on selected weather topics. Student-authored stacks were recorded continuously. These HyperCard records were used to describe the student groups processes of integrating new information and "authoring." Evidence from student self-reports, audiotape, observations, and products combined to describe a protocol used by students authoring groups with direct control of an intelligent laservideodisc system. (24 references) (Author/KR)

ED 336 284 SO 021 106

Dimberg, Ronald G.
The Liberal Arts and the Cultural Context of International Business.

PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; Business Skills; Cultural Differences; *Cultural Education; Education Work Relationship; Foreign Countries; Foreign Culture; Global Approach; Higher Education; *International Trade; *Liberal Arts; Multicultural Education; Role of Education

One element of what is widely held to be a crisis in U.S. competitiveness in global markets is cultural insularity. The persistent lack of familiarity with the language and culture of potential customers and clients impedes the efforts of representatives of U.S. business and industry to compete in the international marketplace. In order to develop a genuine international perspective, one that appreciates cultural uniqueness, students should be exposed to cultural traditions significantly different from their own, and the liberal arts setting of colleges and universities is particularly well-suited to this task. An international perspective will reduce the number of episodes of corporate and personal faux pas, that may be interpreted as forms of cultural disrespect, by inducing respect for cultural diversity and, therefore, local tastes, interests, and predilections. (DB)

ED 336 354 SP 033 256

van der Mars, Hans; And Others
Novice and Expert Physical Education Teachers: They May Think and Decide Differently...But Do They Behave Differently?
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Beginning Teachers; *Classroom Techniques; Elementary Education; *Elementary School Teachers; Feedback; Higher Education; *Physical Education; Student Behavior; *Teacher Effectiveness; Teaching Experience; Time on Task

The purpose of this study was to determine whether varying levels of expertise would produce differences in selected indicators of effective teaching performance. Eighteen elementary physical education teachers were grouped based on stages of pedagogical expertise development as suggested by Berliner (1988). The three groups included novice/advanced beginner teachers (1-2 years of experience), competent teachers (3-4 years), and proficient/expert teachers (5-8 years). In addition, three students were randomly selected in each teacher s class. Data were collected on the percent of transition time, subject matter motor (SMM) time, Academic Learning Time-Physical Education (ALT-PE), students off-task behavior, and negative feedback. Analysis of variance procedures resulted in no statistically significant differences between teacher groups on any of the selected indicators, pointing to similar levels of teaching performance across groups. The majority of this research concentrated on variables in the cognitive domain; therefore, it is suggested that further efforts be employed using more subtle behavioral indicators. (Author/AMH)

ED 336 394 TM 017 033

McCallister, Corliss

Phi, Rho, P.M., Biserial and Point-Biserial "r": A Review of Linkages.

PUB DATE- Jan 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 24-26, 1991).
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Correlation; Educational Research; Error of Measurement; Psychological Studies; *Research Methodology; Robustness (Statistics); Scores
IDENTIFIERS- Biserial Correlation; Heterogeneity of Variance; *Linkage Analysis; *Pearson Product Moment Correlation; Phi Coefficient; Point Biserial Correlation; Power (Statistics); Range Restriction; Rho Coefficient

The Pearson product moment (P.M.) correlation ("r") and four of its most widely used variations--the phi, the rho, the biserial, and the point-biserial coefficients--are reviewed. Using small data sets between one and nine, the conditions under which the various forms are restricted in power and robustness are explored. Seven sample data sets were constructed to illustrate the effects of the following conditions: (1) perfect correlation; (2) restriction of range; (3) measurement error (one variable); (4) measurement error (two variables); (5) extreme scores (one outlier); (6) extreme scores (two outliers); and (7) heterogeneity of sample distribution (one variable). Conceptual and algebraic linkages among the coefficients, and teaching practices that will facilitate the assimilation of these concepts and that will allow a student to predict the practical effects of the conditions are discussed. Two data tables are included. Appendix A contains definitions, formulas, and examples of the coefficients, which are presented as reproductions of a Macintosh computer hypercard stack designed for instructional purposes. Appendix B contains sample spreadsheet calculations for the seven conditions studied. (SLD)

ED 336 414 TM 017 182

Cooley, William W.
Student Assessment in Pennsylvania. Pennsylvania Educational Policy Studies. Policy Paper Number 6.
PUB DATE- 20 Dec 90

NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Accountability; Curriculum Development; Educational Assessment; Educational Change; *Educational Policy; Elementary Secondary Education; Minimum Competency Testing; Public Schools; School Districts; *School Responsibility; Standardized Tests; *State Programs; *Student Evaluation; Testing Problems; *Testing Programs
IDENTIFIERS- *Pennsylvania; Testing for Essential Learning and Literacy Skills

The role of statewide testing programs and the direction Pennsylvania should take in statewide educational assessment are discussed. The major purposes proposed for statewide testing programs are: (1) informing state policy; (2) curriculum reform; and (3) accountability. The ultimate purpose of statewide testing programs is to improve student learning in the state s public schools. The state has the constitutional responsibility to provide a thorough and efficient system of public education. Results from Pennsylvania s Testing for Essential Learning and Literacy Skills (TELLS) program indicate that the present system is not adequate. It must be recognized that a test alone is not an accountability system. Student assessment should be designed so that the state and the districts are accountable for improving student educational outcomes. In designing a new state assessment system, Pennsylvania must: correct prior misuse of tests; establish a curriculum syllabus that tests must reflect; augment multiple-choice tests with other formats in order to assess a wide spectrum of desired student skills and knowledge. It is concluded that states should monitor outcomes at the district level, districts should monitor outcomes at the school level, and schools should monitor outcomes at the classroom level. Because districts differ in specific educational tasks, it is recommended that districts be held accountable for improving student performance, but not for the level of student performance. (SLD)

ED 335 948 FL 019 453

Levinsohn, Stephen H.
Unmarked and Marked Instances of Topicalization in Hebrew.
PUB DATE- 90
NOTE- 14p.; In: Work Papers of the 1990 Summer Institute of Linguistics, University of North Dakota Session, Volume 34, p21-33, 1990. For collected papers, see FL 019 451.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discourse Analysis; *Grammar; *Hebrew; *Language Patterns; Language Research; Linguistic Theory; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Markedness; *Topicalization (Language)

An analysis of Hebrew topicalization looks at the normal or unmarked function of topicalization in narrative discourse and considers the additional contextual effects that marked or apparently redundant instances of topicalization are intended to achieve. Focus is on the fronting of elements in sentences with topic-comment articulation. It is argued that while earlier characterization of topicalization as bidirectional is appropriate, it is also the case that topicalization provides the basis for linking the communication to its context. Topicalization and discontinuities in storyline are then considered. A proposal that all topicalized sentences in Hebrew are backgrounded is then refuted, and examples of marked topicalization (i.e., passages in which there is no evidence of a discontinuity in the story yet topicalization occurs) are examined. It is concluded that the intended effect of marked topicalization is to highlight a key event to follow. Thirteen notes and a 19-item bibliography are included. (MSE)

ED 336 049 HE 024 886

Bonwell, Charles C.; Eison, James A.
Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Faculty; Cooperative Learning; Debate; *Discussion (Teaching Technique); Dramatic Play; *Experiential Learning; Faculty Development; Higher Education; *Instructional Effectiveness; Large Group Instruction; *Lecture Method; Peer Teaching; Role Playing; *Teaching Methods; Visual Learning
IDENTIFIERS- *Active Learning

This monograph examines the nature of active learning at the higher education level, the empirical research on its use, the common obstacles and barriers that give rise to faculty resistance, and how faculty and staff can implement active learning techniques. A preliminary section defines active learning and looks at the current climate surrounding the concept. A second section, entitled "The Modified Lecture" offers ways that teachers can incorporate active learning into their most frequently used format: the lecture. The following section on classroom discussion explains the conditions and techniques needed for the most useful type of exchange. Other ways to promote active learning are also described including: visual learning, writing in class, problem solving, computer-based instruction, cooperative learning, debates, drama, role playing, simulations, games, and peer teaching. A section on obstacles to implementing active learning techniques leads naturally to the final section, "Conclusions and Recommendations," which outlines the roles that each group within the university can play in order to encourage the implementation of active learning strategies. The text includes over 200 references and an index. (JB)

ED 336 068 IR 015 075

Helping Amreica Compete: The Role of Federal Scientific & Technical Information.
PUB DATE- Jul 90
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Databases; *Federal Government; *Global Approach; *Government Role; *Information Dissemination; *Information Management; Information Technology; International Educational Exchange; Public Policy; Research and Development; Science Education; *Scientific and Technical Information
IDENTIFIERS- *Information Policy

Prepared in response to a request from the House Committee on Science, Space, and Technology, this report assesses how scientific and technical information (STI) developed by or for the Federal Government can contribute to a more competitive United States and what actions are needed to realize this potential. It is argued that STI is important because of its potential significant impact on global issues, as well as its critical role in the innovation process in education, basic research, applied research and development, product development and manufacturing, and the application of science and technology to meet the needs of the commercial, not-for-profit, and governmental markets. Topics of discussion include: (1) Federal Scientific and Technical Information and the U.S. Competitive Edge, which includes science and technology policy, science education, and international competitiveness; (2) Reaching Consensus on Principles of Federal Scientific and Technical Information Dissemination; (3) Reaching Consensus on the Open Flow and Government-wide Dissemination of federal STI, which focuses on the role of government wide dissemination and archival agencies in STI; and (4) Framework for a Presidential Initiative on Scientific and Technical Information, which highlights the role of the Executive Office of the President, including the Office of Management and Budget (OMB) and the Office of Science and Technology Policy (OSTP), as well as other Federal Government agencies. A review of technological opportunities for managing and disseminating federal STI and a list of acronyms are appended, and an index by major topics is provided. (DB)

Assistance Centers and faculty development where necessary. (PAA)

ED 336 128 JC 910 379

The Community & Technical Colleges of Connecticut Student Enrollment Statistics, 1990-91.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Enrollment; *Enrollment Rate; Enrollment Trends; Full Time Equivalency; Full Time Students; Part Time Students; *Student Characteristics; Tables (Data); Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Connecticut

Student enrollment data are provided for the 17 community and technical colleges (CTC) in Connecticut, focussing on academic year 1990-91. The report includes tables and graphs with information on full-time equivalent (FTE) enrollment by general fund, extension fund, and combined fund; summer 1990 FTE enrollment; FTE enrollment for fall 1989 and fall 1990; FTE enrollment for spring 1990 and spring 1991; full-time versus part-time enrollment for 1990-91; age distribution for fall 1990 for full- and part-time students; enrollment by sex for fall 1990; enrollment by ethnic group for fall 1990; fall 1990 program enrollments by sex in the community colleges and in the technical colleges; geographic distribution and percentages of town populations enrolled; and associate degrees and certificates awarded in 1991. Study highlights include the following: (1) the CTC served 48% of all undergraduates in Connecticut public institutions in fall 1990; (2) fall 1990 enrollment was 44,581 students and 21,282 FTE; (3) total fall 1990 enrollment showed a 0.7% increase and FTE showed a 2.7% increase over fall 1989; (4) fall 1991 FTE enrollment showed a 12% increase over spring 1990; (5) in fall 1990, 56% of CTC students were age 25 or older, while the average FTE student was 22; (6) 68% of fall 1990 community college students were women, compared to only 17% of technical college students; (7) 16% of CTC students were minority students of which 54% were Black and 33% were Hispanic; and (8) 43.5% of all fall 1990 students were enrolled in occupational programs. (PAA)

ED 336 224 RC 018 288

Baker, Victoria J.
Australian Aboriginal Education at the Fulcrum of Forces of Change: Remote Queensland Communities.
PUB DATE- Mar 91
NOTE- 13p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Pittsburgh, PA, March 14-17, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Influence; Community Problems; *Cultural Isolation; *Culture Conflict; *Disadvantaged Environment; Elementary Secondary Education; Foreign Countries; Indigenous Populations; Rural Education; *Rural Schools; *School Community Relationship
IDENTIFIERS- *Aboriginal People; *Australia (Queensland); Isolation (Geographic)

Schools in Australian Aboriginal communities are pulled between an educational model that stresses cultural pride and preservation and one that emphasizes uniformity of education to prepare Aboriginal students for a place in the dominant society. The tension between these objectives is seen in these case studies of schools in two remote Queensland Aboriginal communities. Lying 30 miles off the mainland, Palm Island served as an Aboriginal penal colony in the early 1900s. Community problems include high rates of violent crime, alcoholism, and family abuse; inadequate housing; and a 90% unemployment rate. Yarrabah is a remote coastal community with similar problems. Public schools in these two communities have modern facilities, and are making efforts to involve students in learning. However, teachers (virtually all white) are assigned to these schools and experience alienation and culture shock. Few stay more than the required 2 years. Community values are often at odds with academic competitiveness and success, and community and family problems have negative effects on student behavior and achievement. Common student problems are poor attendance, dropping out, low achievement, inappropriate classroom behavior, and hearing problems. St. Michael s, a private Catholic school on Palm Island, follows a different model from state schools and has a community school board, some black teachers, and black teacher aides that serve as community liaisons. The teachers are dedicated and work hard at bridging the gap between school and community. While some progress has been made in making school attractive to students, the forces militating against the success of the school are overwhelming. (SV)

ED 336 243 RC 018 325

O Connell, Patricia A.; And Others

School Improvement Change Grant Community Survey, Final Report. A Report to Toluca Community Unit School District #2, El Paso Community Unit School District #375, Lowpoint-Washburn Community Unit School District #21, Minonk-Dana-Rutland Community Unit School District #108, and Roanoke-Benson Community Unit School District #60.

SPONS. AGENCY- Illinois State Board of Education, Springfield.

PUB DATE- 15 Jul 91

NOTE- 75p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Community Attitudes; Community Surveys; Educational Change; *Educational Cooperation; *Educational Quality; Elementary Secondary Education; Questionnaires; *Rural Schools; *School Districts

IDENTIFIERS- *Illinois

This report presents the results of a collaborative study undertaken by five rural, unit school districts in Illinois to provide data to be used in planning for school improvement. Information was gathered from on-site visits by teams of constituents from other districts and through a survey of perceptions of local community persons regarding school district quality. A random sample of 1,770 registered voters was surveyed by mail. The report describes the following common threads, or issues, across districts, that emerged during factor analysis: (1) the overall attitude towards the school; (2) a hard-working orientation; (3) the importance of co-curricular activities; (4) the size of the school; (5) the importance of starting students right; (6) the use of alcohol and drugs; (7) the desire to move students to another school; (8) the size of classes; (9) the importance of students getting good grades and jobs; (10) assistance to working parents; (11) teacher quality and discipline; and (12) retention only with consent. Findings from the open-ended question portion of the survey are listed by school district in the following categories: (1) perceptions of weakest and strongest curricular subjects; (2) what parents least and most like about the schools their children attend; (3) the biggest problem facing their district; (4) what the district should be doing now that it is not doing; (5) ways the schools in the district are particularly good; and (6) how parent, community, and school can work together. The survey questionnaire and frequency distributions of response for items by district are appended. (KS)

ED 336 087 IR 015 106

Holmberg, Borje, Ed.; Ortner, Gerhard E., Ed.
Research into Distance Education = Fernlehre und Fernlehrforschung.
PUB DATE- 91
NOTE- 221p.; Papers presented at the International Symposium on Distance Education in Theory and Practice (Hagen, Germany, September 1990).
LANGUAGE- English; German
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Educational Practices; *Educational Principles; Educational Research; Educational Theories; Foreign Countries; Futures (of Society); Higher Education; Open Universities; Performance Contracts; Theory Practice Relationship
IDENTIFIERS- Australia; Germany; Israel; United Kingdom; United States

The papers (from a symposium held at the Fern Universitat) included in this collection focus on distance education in theory and practice. Contributions are written in English or in German, with summaries available for each in the language not used for the paper concerned. Contributions are: (1) "Distance Education as Communication: The Impact of Research and the Requirements of Practitioners" (Borje Holmberg); (2) "Educational Theory and Its Application to Distance Education" (Borje Holmberg); (3) "The Study of Distance Education: Terminology, Definition and the Field of Study" (Desmond Keegan); (4) "Towards a Better Understanding of Distance Education: Analysing Designations and Catchwords" (Otto Peters); (5) "Distance Education as a Multi-Dimensional System of Communication and Production" (R. Manfred Delling); (6) "Distance Education and Communication Culture: Continuous Counselling and Two-Way Communication" (Gerhard E. Ortner); (7) "Distance Education in the Society of the Future" (Erling Ljosa); (8) "Communication in Distance Education: A Pre-Requisite of Democracy" (Gerhard Stroh); (9) "Independence and Interaction: Getting the Mixture Right for Institutions" (John S. Daniel); (10) "Group Studies and Course Incorporation: The Concept of a Multi-Campus Institution of Distance Education" (Nehemia Levtzion); (11) "Distance Education Research for Distance School Work: Requirements of Practitioners" (Heinrich Dieckmann and Bernd Schachtsiek); (12) "Testing Distance Education Programs: What Administration Expects from Theory" (Michael Vennemann); (13) "The Feasibility of a Predictive Theory of Distance Education: What Are We Allowed To Expect?" (Borje Holmberg); (14) "Autonomous Learning in Distance

Education: Methodology and Results" (Helmut Lehner); (15) "Contract Learning: A Contribution To Promoting Autonomous Learning?" (Monika Weingartz); (16) "Drop In and Drop Out: The Need of Definition" (Helmut Fritsch); and (17) "Diagnosis and Therapy: Theoretical and Methodological Aspects of Drop-Out Research" (Rudolf Schuemer and Herhard Strohlein). Each paper contains its own bibliography. The volume includes a list of the authors and their affiliations. (DB)

ED 336 146   JC 910 420

Summers, Susan Robinson
Financing the American Community College in the 1990 s: A New Kind of Blues or the Same Old Tune?
PUB DATE- 7 Aug 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Budgeting; Community Colleges; *Educational Administration; *Educational Finance; Financial Exigency; *Financial Problems; Institutional Survival; Reduction in Force; *Retrenchment; Two Year Colleges

Drawing from journal, report, and monographic literature, this paper offers an analysis of community college funding in the 1990 s. In the first section, various stories appearing in the "Chronicle of Higher Education" are highlighted, pointing to such financial problems as state deficits and shrinking educational budgets, no federal increases in higher education funding, lay-offs and deteriorating employment conditions on campus, and state-level budget cuts to systems of higher education. The next section looks at factors affecting access to education, including problems such as tuition increases and economic turndowns. After noting patterns in the states economies and appropriations for higher education, the paper addresses the overall downward turn in revenues earned from state lotteries, now functioning in 31 states. Next, the competitors for state funds are identified as education, health care, and the criminal justice system, and it is recommended that all segments of education develop a unified front in order to compete for scarce resources, rather than competing with one another. The next section looks at trends in funding from local, state, and federal taxes, indicating that the states have become the primary providers of financial resources for the community colleges. The use of funding formulas for state appropriations is discussed next, and issues related to the impact of enrollment declines on enrollment-driven formulas, quality incentives, and regional variations are noted. Finally, concluding comments discuss the manner in which financial limitations are affecting every segment of education. A 26-item bibliography is included. (PAA)

ED 336 185 PS 019 715

Campbell, Lori; And Others
Mervyn s Family-to-Family Initiative in Oregon.
PUB DATE- 26 Apr 91
NOTE- 13p.; Paper presented at the Annual Family Day Care Technical Assistance Conference (Atlanta, GA, April 26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; *College School Cooperation; *Community Involvement; Early Childhood Education; *Educational Quality; *Family Day Care; Professional Development; Teacher Education
IDENTIFIERS- *Day Care Licensing; *Family Day Care Providers; Oregon

Family-to-Family, a collaboration between community colleges, public agencies, and businesses that is funded by Mervyn s department stores, is a two-year effort to enhance the quality of family child care in Oregon. Its goals are to train at least 450 family child care providers, help at least 60 providers achieve national accreditation, and educate consumers to recognize and demand high quality child care. By direct and indirect contact, the program presents caregivers with the advantages of accreditation, familiarizes them with changes in day care law in Oregon, and provides them with the means to become more educated or accredited in their field. The program involves three 15-hour training levels: (1) Family Child Care: A Firm Foundation; (2) Professional Track; and (3) Program Track. There is also a two-part workshop leading to accreditation. (SAK)

ED 336 312 SO 021 338

Donley, Susan K.
Toward a Better Balance: Curriculum Guide for Multicultural Education, Part I, Grades K-6.
SPONS. AGENCY- Pennsylvania Legislative Office for Research Liaison, Harrisburg.
PUB DATE- 88
NOTE- 234p.; For related documents, see SO 021 335 and SO 021 339.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; Elementary Education; *Ethnic Groups; Ethnicity; Learning Activities; *Multicultural Education; Social Studies; State History; Student Educational Objectives; Teaching Methods; United States History
IDENTIFIERS- *Pennsylvania

This curriculum guide is designed to prepare teachers to introduce basic ethnic and multicultural concepts into the classroom, and to help students, through the presented readings and activities, to understand and appreciate the role ethnicity plays in family, local, national, and global life. Four units invite students to apply creative, analytical research methods to a variety of primary and secondary sources. The four units are: (1) Belonging: ethnicity is rooted in the family; (2) Mainstreet: the ethnic texture of one s community; (3) Uniformly diverse: a nation becoming; and (4) Our global family: living in an ethnic world. Among specific goals of the curriculum are these: (1) students will practice critical, analytical, and creative thinking skills; (2) students should develop a sense of pride in their own ethnic groups and communities; and (3) students should exhibit an appreciation for other cultures from other times and places. Three appendices feature a vocabulary list, a category guide for ethnic origin charts and exercises, and a selected reading list of 43 items. (DB)

ED 336 333 SO 030 260

Glass, Fred, Ed.
A History of the California Federation of Teachers, 1919-1989.
PUB DATE- 89
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Elementary Secondary Education; Labor Relations; *State History; Teacher Associations; *Teaching (Occupation); *Unions; United States History
IDENTIFIERS- *American Federation of Teachers; California; *California Federation of Teachers

The history of the California Federation of Teachers, spanning 70 years, is documented in this book that contains two parts. The first part of the book discusses the teachers union in the context of each of the seven decades of its existence: "1920s: The Conditions of Teachers"; "1930s: A Debating Society Struggles to Survive"; "1940s: The War and Its Aftermath"; "1950s: The Teachers Union That Came in from the Cold War"; "1960s: Teacher Power "; "1970s: The Politics of Diversity"; and "1980s: Teacher Unions Come of Age." The second part of the book features brief histories of the various California local branches of the American Federation of Teachers. (DB)

ED 336 375 SP 033 293

State Compensatory Education: For Teachers.
PUB DATE- 91
NOTE- 156p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Compensatory Education; Elementary Secondary Education; Resource Materials; State Curriculum Guides; *Teacher Developed Materials; Teaching Guides; *Teaching Methods
IDENTIFIERS- Texas Education Agency

This guide is a compilation of methods, strategies, and skills which were teacher developed and proven by research to be effective when incorporated into state compensatory education programs. Its purpose is to ensure the success of all students by helping them to succeed in the regular school program, attain grade-level proficiency, and improve achievement in basic and more advanced skills. Part of this process must include developing and maintaining a sense of self worth and value. The guide contains sections dealing with: advanced thinking skills; computer assisted instruction; cooperative learning; coordination of instruction; diagnosing student needs; dialogue journals; English as a Second Language; family involvement; journal writing; learning styles; motivation to learn; primary language instruction; questioning strategies; tutoring; and whole language. The school practices outlined will contribute to successful outcomes in the classroom, the school, and the program. (LL)

ED 335 971 FL 800 374

Vocational Training for LEP Adults in Florida.

PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agency Role; Employment Patterns; Hispanic Americans; *Limited English Speaking; Program Descriptions; *Public Policy; State Agencies; *Statewide Planning; Statistical Data; *Vocational Education
IDENTIFIERS- *Florida

This report provides an overview of vocational training programs and activities for Limited English Proficient (LEP) adults in Florida, with particular emphasis on Dade County and Bay County. State policy regarding LEP adults is discussed, as are the roles of state agencies in providing services to these individuals. Statistical information concerning the LEP population is also presented. This includes selected population data on the number and national origin of LEP inhabitants in Dade County, Bay County, and Florida as a whole. Also included are selected social and economic characteristics of Hispanic Floridians, as well as employment data for this population. Reviews of specific programs are also provided. (Adjunct ERIC Clearinghouse on Literacy Education) (JL)

ED 335 992 HE 024 810

Burn, Barbara B.; And Others
Study Abroad Programmes. Higher Education Policy Series 11, Volume I.
PUB DATE- 90
NOTE- 248p.; For Volume 2 of this study, see HE 024 811.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110),Books (010)
DESCRIPTORS- *Admission Criteria; College Credits; Developed Nations; Expenditure per Student; Higher Education; International Programs; *Program Administration; Program Content; *Program Effectiveness; *Student Costs; *Study Abroad
IDENTIFIERS- France; Sweden; United Kingdom; United States; West Germany

This book reports on part of the results of an international research effort to analyze the structures and impacts of study abroad programs offered by higher education institutions in France, West Germany, Sweden, the United Kingdom and the United States. This volume, the first of two, presents the analysis of the structure and dynamics of study abroad programs as an instrument for "delivering" international experience (a second volume presents analysis of the experience itself and effects on participating students). Following a survey of over 100 programs two general conclusions were drawn: (1) a program s existence often depended often on the immense efforts of one or more key persons; and (2) financial support schemes were positive and effective but the financial costs for the student were generally still significant. The text presents analysis in 11 chapters treating the following topics: research design and methodology, programs in the sample, program origins and institutional contexts, participant profiles and selection criteria, preparation and experiences, academic recognition, assessment and curricular integration, costs and financing, assessment problems, critical factors affecting outcomes, and conclusions. A number of tables and figures illustrate the text. (JB)

ED 336 012 HE 024 832

Taylor, Robert L.

Institutional Funding of Higher Education in Australia. AIR 1991 Annual Forum Paper.

PUB DATE- May 91

NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Instruction; *Educational Finance; Federal Aid; Financial Support; Foreign Countries; *Government Role; Higher Education; *Models; Research; *Resource Allocation; School Organization; School Support

IDENTIFIERS- *AIR Forum; *Australia; Footscray Institute of Technology (Australia)

This paper analyzes the relative funding model developed as part of the reorganization resulting from the 1988 Australian Government s White Paper on Higher Education Policy. This reorganization created the Unified National System which has resulted in fewer but larger higher education institutions. The relative funding model is described in terms of its origins and principles, including: objectivity, simplicity, fairness, relative funding, applicability to total operating grants, relationship to direct costs, teaching and research components, discipline cost clusters, tolerance band, and special factors. The model s teaching and research components are then explained in more detail. Application of the model at the Footscray Institute of Technology (Victoria, Australia) is detailed, including tables using student load as the basis of resource distribution and planned course enrollment as the measure of student load. Includes four references. (DB)

ED 336 108 IR 053 705

Metzger, Deborah A.
The CSUS HyperCard Library Directory.
PUB DATE- 91
NOTE- 78p.; Copies of the program are available from Deborah A. Metzger, California State University at Sacramento, The Library, 2000 Jed Smith Dr., Sacramento, CA 95819-6039.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- ernight by UPS at other times. Reactions to this program
opera,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; Computer Software; Higher Education; *Hypermedia; *Information Seeking; Library Catalogs; Library Collections; *Library Guides; Library Materials; Maps; Periodicals; Users (Information)
IDENTIFIERS- California State University Sacramento

This report describes the "Library Directory" computer program which is used to help library patrons of California State University, Sacramento (CSUS) locate information about specific subject collections and/or service areas through a combination of graphics and text. The program is written on Hypercard 1.2.0., runs on a Macintosh computer with a 20mb hard disk, and does not require the use of a keyboard. The Directory consists of six information units: (1) General Information (including interlibrary loan, the media center, copying facilities, the reserve room, archives, borrowing privileges, and library hours); (2) Specific Subject (locating information in CSUS subject divided library); (3) How to Find Books (using the card catalog, reading Library of Congress--LC-- call numbers, locating materials by floors); (4) A Quick Tour of the Library (contains floor maps of all five floors); (5) A Guide to Floor Locations (allows a shortcut to the specific call number; and (6) Finding Journals and Newspapers (explains periodical and newspaper organization, indexes, and abstracts). Sample screens for each of the six sections are included, and permission is granted by the author for full use and/or adaptation of the stacks provided that recognition is properly and duly noted. (MAB)

ED 336 164 JC 910 442

Conklin, Karen A.

Johnson County Community College "Class of 1987" Five-Year Longitudinal Study.

PUB DATE- Jul 91

NOTE- 97p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Academic Persistence; Community Colleges; Comparative Analysis; Education Work Relationship; *Employment Patterns; Followup Studies; Longitudinal Studies; Occupational Aspiration; *Participant Satisfaction; State Surveys; Student Attitudes; *Student Characteristics; *Student Educational Objectives; Tables (Data); Two Year Colleges

IDENTIFIERS- *Johnson County Community College KS; *Kansas

In 1985, Johnson County Community College (JCCC) coordinated a 5-year longitudinal study of representative groups of students at all 19 Kansas community colleges. The purpose of the study was to document the academic and career progress of these students from first entry into college to subsequent experiences after leaving the community college. At JCCC, a total of 53 full-time, first-time freshmen signed participation agreements in fall 1985; of these, 43 completed the 1990 survey for an adjusted response rate of 86%. Major study findings, including comparisons with other Kansas community colleges, included the following: (1) approximately 58% of the 1990 JCCC respondents had originally planned to earn an associate or bachelor s degree, and nearly all of them achieved that goal; statewide, 73% of the respondents earned a degree by 1990, but only 60% had expressed such plans in 1985; (2) JCCC respondents who planned to earn a graduate degree rose from approximately 32% in 1985 to nearly 42% in 1990; (3) nearly 73% of the respondents statewide described themselves as consistent full-time students from 1985 to 1990, compared to 58% of the JCCC respondents; (4) JCCC respondents expressed less satisfaction with their progress toward personal, educational, and professional goals throughout the study than respondents from other Kansas community colleges; and (5) a greater percentage of JCCC students than other respondents married, added family members, and experienced hospitalizations and acute financial difficulties between 1985 and 1990. Data tables, separate results from each year s survey, and selected verbatim comments are included. (JMC)

ED 336 285 SO 021 121

Political Participation. Make Your Mark Ohio: Vote.
PUB DATE- 89
NOTE- 266p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Elementary Secondary Education; Instructional Materials; Social Studies; *Student Participation; Teaching Methods; *Voting

This volume on political participation and voting is designed to provide teachers with useful classroom information and materials. Students are offered: (1) the information they want and need about voter registration, voting procedures, and the political process; (2) direct involvement ideas, either in real-world campaigns and elections or in-school activities that closely approximate real-world political activities; and (3) activities that interest students while educating them about the political process. Four units are included: (1) causes and effects of low voter turnout; (2) voter registration and voting procedures; (3) activity options; and (4) a presidential election year. (DB)

ED 336 355   SP 033 260

Crabtree, Robert D.
Understanding the Function of Leisure within an Individual.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Individual Needs; Leisure Education; *Leisure Time; *Planning; Program Development; *Recreational Activities

Leisure is a multi-faceted concept, the definition of which varies according to the presuppositions of the individual. It may be conceived of as a term pertaining to a single individual or a whole society. Leisure is commonly defined in terms of time, activities, or state of mind. The way in which leisure is viewed significantly affects the planning and formation of recreation programs. When leisure is defined as "time" or "activities," program planning lacks the specific needs of individuals. Leisure defined as "state of mind" brings planning to the level of individual needs, but the dynamics of how leisure activities affect individuals is not present. Therefore, program planning remains frustrating. This article examines some common characteristics of leisure within each individual. With these commonalities, the utilization of leisure as it pertains to the individual gives guidelines to predict needs, behaviors, perceptions, or motivations in the services offered. With this new perspective, planning, organizing, and evaluating leisure programs should become more effective for all administrators and participants. (Author/AMH)

ED 336 395 TM 017 037

Roberts, William L.; Schill, Loreen G.
Programs for the Field Collection of Observational Data.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991). The computer programs, developed under funding from the Social Sciences and Humanities Research Council of Canada, are available without charge for research and teaching purposes.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Data Analysis; *Data Collection; Educational Research; *Field Studies; Foreign Countries; Microcomputers; *Naturalistic Observation; Reliability; *Research Tools
IDENTIFIERS- FOCAL Programing Language; KAPPA Computer Program; LAG Computer Program; SCAN Computer Program; Sequential Data Analysis

The collection of observational data in natural settings and in real time requires equipment that is light and easily used, and programs that permit rapid and flexible encoding of data. This paper describes a set of four programs for collecting and analyzing continuous time sample, focal-individual data as described by J. Altmann (1974), using a lightweight lap-top computer, the Toshiba T-1000. The programs are: (1) FOCAL, the data entry program; (2) SCAN, which adds the number of events and trials, total time observed, and number of days during which data were collected; (3) KAPPA, which assesses reliabilities for single codes and codes combined into new categories; and (4) LAG, for sequential analyses. The programs can be used on any IBM-compatible machine and can generate reliabilities (percent agreement and kappa), rates, frequencies, and conditional probabilities with their "z"-scores for the data. The data and report files created by these programs are DOS text files. Five figures provide sample outputs from the four programs. (SLD)

ED 336 206 PS 019 959

Raines, Bonnie; And Others
Creating Sex-Fair Family Day Care: A Guide for Trainers.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 91
NOTE- 131p.; A product of Project CHOICE (Concern for Health Options: Information, Care, and Education).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Caregivers; *Family Day Care; Infants; Models; Preschool Children; Preschool Education; Professional Development; Self Esteem; *Sex Role; *Sex Stereotypes; Socialization; *Teacher Education; *Teacher Student Relationship; Toddlers
IDENTIFIERS- *Family Day Care Providers

This guide presents a 9-hour, 3-day curriculum for training family day care providers in techniques that will encourage equity and discourage sex-role stereotyping in very young children. The curriculum is suitable for the variety of settings in which day care providers seek additional professional education. Chapters in the manual are as follows: (1) Introduction (offering background and information about the curriculum); (2) Evaluation Data; (3) How To Use This Manual (concerning the process of planning the training program, notes to the training facilitators, and training session formats); (4) Session I: Looking at Attitudes about Male and Female; (5) Session II: Sex-Role Socialization; (6) Session III: The Nonsexist Family Day Care Home; (7) Follow-Up to Training (concerning home visits, support group meetings and meetings with parents, as well as conferences, articles, and journals); and (8) Resources (evaluation tools, reprints and relevant sources, additional resources, a bibliography of nonsexist children s books, examples of toys). The manual also contains numerous illustrations and handouts. (SAK)

ED 336 263 SE 052 154

Johnson, Brenda K.; Crawley, Frank E., III
Intentions of Grade 2-8 Science Teachers To Use Science Investigations: Application of the Theory of Planned Behavior.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Theories; Beliefs; Elementary Education; *Elementary School Science; Elementary School Teachers; *Inservice Teacher Education; Institutes (Training Programs); *Investigations; Program Descriptions; Questionnaires; Science Education; Summer Programs; *Teacher Attitudes; Teaching Methods; *Transfer of Training

To what degree do teacher participants in one science enhancement institute intend to use the information in the classroom the next fall? What factors assist this extension of learning? What factors detract from teachers applying new knowledge in the classroom? Sixteen second- to eighth-grade science teachers from a physical and life science enhancement summer institute participated in a baseline study to apply the social science "Theory of Planned Behavior" to an educational setting. The study centered on the teachers intentions to use the knowledge gained from the institute in their classrooms. The goal behavior for the participants was to teach two investigations from the institute in the classroom before October 14, 1989. Using tenets of the Theory of Planned Behavior, an open-ended questionnaire identified participants salient beliefs relating to personal outcomes, personal support, and personal control. Results of the open-ended questionnaire were content analyzed and rewritten to reflect the participants belief statements. Closed questionnaires were developed to learn more about teachers intentions to use their investigations in their classrooms. (Author/KR)

ED 336 415 TM 017 183

Cooley, William W.
Testing and School Improvement. Policy Paper Number 9.
Pennsylvania Educational Policy Studies.
PUB DATE- 3 Jun 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Educational Trends; Elementary Education; *Elementary Schools; Longitudinal Studies; *Predictor Variables; Socioeconomic Status; *State Programs; *Statistical Data; Student Evaluation; Testing Programs; *Test Results
IDENTIFIERS- *Pennsylvania

Five years of state test results for Pennsylvania are examined, focusing on differences among elementary schools in which a majority of students do not master basic learning skills. Data are provided for 1,505 elementary schools in about 500 districts. The largest learning problems occur in about 10% of the schools; these schools have been consistently low for the past 5 years. More specifically, for about 150 of the schools, over half of the students score below minimum competence every year. The data reveal a stable set of relationships among schools and between school achievement and other factors. Socioeconomic differences of families are the major predictors of achievement differences among schools. Currently, student/teacher ratios are largely unrelated to students needs or achievement growth. Research to establish the student achievement benefits of higher "per student spending" is difficult, since most spending variation among the 500 school districts in Pennsylvania is due to differences in teacher salaries or student/teacher ratios. Increasing teacher salaries could increase the quality of new teachers hired in the 1990 s if valid teacher quality indicators are available and used by districts. Smaller classes could help if instruction is designed to take advantage of smaller class sizes and if use of smaller classes is managed. Four tables and two figures are included. Eight reports in the Pennsylvania Educational Policy Studies series are listed. (RLC)

ED 335 949 FL 019 454

Marlett, Stephen A.
Zapotec Pronoun Classification.
PUB DATE- 90
NOTE- 25p.; In: Work Papers of the 1990 Summer Institute of Linguistics, University of North Dakota Session, Volume 34, p35-58, 1990. For collected papers, see FL 019 451.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; *Language Patterns; Language Research; *Language Variation; *Pronouns; *Syntax; Uncommonly Taught Languages
IDENTIFIERS- Markedness; *Zapotec

An analysis of pronouns in Zapotec languages looks at their behavior across the language family, noting where the languages are alike or different. Seven regional Zapotec variations are used for illustration, including: Isthmus; Yatzachi; Yalalag; Texmelucan; Atepec; Guelavia; and Xanaguia. A major conclusion is that the traditional division of pronouns used in descriptions of Zapotec is inadequate. Instead, they must be considered in terms of three classes, only two of which may be found in a given language: prosodically independent, syntactically independent, and syntactically dependent. Pronoun inventories for the seven Zapotec variations following this classification system are appended, and a 13-item bibliography is included. (MSE)

ED 336 334 SO 030 278

Proceedings of the International Conference on Critical Thinking and Educational Reform (10th, Rohnert Park, California, August 5-8, 1990).
PUB DATE- 90
NOTE- 177p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Controversial Issues (Course Content); *Critical Thinking; *Educational Change; Elementary Secondary Education; Student Educational Objectives; Thinking Skills

The theme of this conference was "Critical Thinking: The Thinking That Masters the Content." This "proceedings" volume is essentially a conference program. It is composed primarily of abstracts of presentations made at the conference. An introduction examines the history of the conference, the organization of the conference, and the conference theme. Also provided, in addition to the abtracts, is the conference schedule and a list of conference presenters addresses. (DB)

ED 335 972 FL 800 375

Vocational Training for LEP Adults in Arizona.

PUB DATE- 91
NOTE- 34p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agency Role; American Indians; Employment Patterns; Hispanic Americans; *Limited English Speaking; Postsecondary Education; Program Descriptions; *Public Policy; State Agencies; *Statewide Planning; Statistical Data; *Vocational Education
IDENTIFIERS- *Arizona

This report provides an overview of vocational training programs and activities for Limited English Proficient (LEP) adults in Arizona, with particular emphasis on Maricopa County (Phoenix) and Yuma, Arizona. State policy regarding LEP adults is discussed, as are the roles of state agencies in providing services to these individuals. Statistical information concerning the LEP population is also presented. This includes selected population data on the number and national origin of LEP inhabitants of English in Maricopa County, Yuma County, and Arizona as a whole. Also included are selected social and economic characteristics of Hispanic Arizonans and American Indians, as well as employment data for this population. Specific programs are also reviewed. (Adjunct ERIC Clearinghouse on Literacy Education) (JL)

ED 336 013 HE 024 833

Pryor, Brandt W.
Enhancing Student Recruitment: A Theory for Understanding and Changing Student Decisions. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *Attitude Change; College Attendance; *College Choice; *Decision Making; Dropouts; Higher Education; High Schools; Institutional Research; Postsecondary Education; Predictor Variables; Student Attitudes; *Student Recruitment; *Theories; Transfer Students
IDENTIFIERS- *AIR Forum

This paper presents a theoretical discussion of how students make educational behavior decisions including attending a given institution, transferring, or dropping out. The theory is seen to apply to students of all ages and both sexes with implications for all areas of postsecondary education. The theory holds that educational decisions are based on beliefs about the consequences of the specific behavior and on beliefs that certain "important others" favor, or oppose, the behavior. Use of the theory to develop positive attitudes and positive subjective norms in student recruitment efforts is illustrated with a hypothetical high school student considering attendance at a state university. Application of the theory in a total of seven studies with oral surgeons, librarians, and school teachers is noted. (20 references) (DB)

ED 336 032 HE 024 852

Muffo, John A.

The Status of Student Outcomes Assessment at NASULGC Member Institutions. AIR 1991 Annual Forum Paper.

PUB DATE- 27 May 91

NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Standards; Administrator Attitudes; *College Outcomes Assessment; *Educational Assessment; *Educational Quality; Higher Education; *Institutional Research; Land Grant Universities; Outcomes of Education; State Universities; Undergraduate Study

IDENTIFIERS- *AIR Forum; *National Assn of State Univ and Land Grant Coll

A survey was conducted of the member institutions of the National Association of State Universities and Land Grant Colleges (NASULGC) to determine the status of outcomes assessment on their campuses, as well as the usefulness of the NASULGC "Statement of Principles on Outcomes Assessment." Seventy-three institutions (response rate = 49 percent) responded to a study questionnaire. Responses revealed that while many institutions purported to be involved in undergraduate student outcome assessment, most had only recently begun efforts in this area. In addition, the responding universities supported the NASULGC "Statement of Principles," but a few expressed concern that the second principle of employing incentives rather than regulations or penalties was the one most violated by external groups. The "Statement of Principles" was viewed as a helpful set of standards and several institutions claimed to use it for their internal planning. Problems associated with assessments were the following: costs; funding pressures; the misuse of the data generated; and faculty skepticism, fears, and resistance. Observations regarding the results of this survey and general trends in the outcomes assessment movement are offered. The Statement of Principles is appended. Contains four references. (GLR)

ED 336 050 HE 024 895

Special Institutional Lender Study. Final Report to the Congress of the United States.
PUB DATE- 2 Jun 89
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Educational Finance; Eligibility; Financial Services; Higher Education; Loan Default; *Student Loan Programs
IDENTIFIERS- *Institutional Lending

In order to understand the relevance and applicability of current criteria restricting institutional lending and the possible need for further restrictions, the Congress of the United States mandated a study of institutional lender policy. The study s resources were a background report and literature review, case studies of state loan systems, a formal call for papers and views of over 50 representatives of the postsecondary education community, several analytical papers and a symposium on the effects of eliminating the criteria currently in place. The study found that the potential advantages of eliminating current criteria were significantly outweighed by potential disadvantages. Under the most common institutional conditions criteria elimination would not improve access, reduce defaults, or produce substantial revenues for school lenders. The potential disadvantages include a decline in the quality of commercial lender and secondary market portfolios and a heightening of problems that guaranty agencies now face. The text includes six figures, and three appendixes listing members of the Advisory Committee on Student Financial Assistance, participants in the Advisory Committee s Symposium on Institutional Lending, and case study participants. (Author/JB)

ED 336 069   IR 015 076

See, John
Model Learner Outcomes for Information Technology Education.
Curriculum Integration Guide.
PUB DATE- 91

NOTE- 46p.; For a related guide, see IR 015 077.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Databases; Elementary Secondary Education; *Information Technology; *Microcomputers; *Objectives; School Restructuring; State Boards of Education; State Curriculum Guides; Technological Literacy
IDENTIFIERS- Model Learner Outcomes; *Technology Integration

Designed to serve as a resource for school districts, this manual focuses on new applications of the information technologies that are available for use in education. The first of four chapters presents a statement of the values, philosophy, mission, and goals of the Minnesota State Board of Education. An outline of learner goals and objectives is included. The second chapter begins with an overview of the issues involved, research findings, new skills, the current state of technology in schools, and technology as a learning tool. Brief statements are then presented on individual technologies, including computer-assisted instruction, databases, word processing, multimedia and hypermedia, and other uses of microcomputers. Brief discussions of related issues such as business and industry needs, access to information, and school restructuring conclude this chapter. A model of learner outcomes related to information technology is listed in the third chapter, with an emphasis on technological literacy. The final chapter discusses the integration of technology into the educational process, including modifications and extensions for special populations and guidelines for developing an action plan. (33 references) (DB)

ED 336 129 JC 910 385

Application and Enrollment Patterns of Transfer Students, Fall, 1990. Report Number 6-91.

PUB DATE- 91
NOTE- 696p.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *College Transfer Students; Community Colleges; *Enrollment; *Enrollment Trends; Higher Education; *State Universities; Student Mobility; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- *New York; *Reverse Transfer Students

This report presents the results of the 21st annual study of application and enrollment patterns of transfer students within the State University of New York (SUNY). The report includes data on transfer students moving from two-year colleges to other two-year colleges, from senior institutions to two-year colleges, and from two-year colleges to senior institutions. Following a brief introduction, detailed data tables are presented in the following sections: (1) institutional summary tables, which provide data on headcount enrollments and educational background of transfer students, both systemwide and by individual institution; (2) coordinating area summary tables; (3) distribution of transfer students by location and type of prior institution; (4) students that have transferred from other SUNY institutions; (5) students that have transferred from other New York institutions; (6) transfer students from outside New York State; (7) transfer trends pertaining to enrollment, associate degree, and institution types; (8) undergraduate admissions tables; and (9) associate degrees granted by SUNY two-year colleges. Report highlights indicate that a total of 33,071 transfer students enrolled in SUNY in fall 1990, representing a 7% increase from the previous fall; and that 41% of SUNY transfer students are enrolled at two-year institutions. Appendixes provide a map of state university institutions, a chronology of dates of establishment of SUNY institutions, and a list of SUNY publications. (WJT)

ED 336 186 PS 019 752

Huraux-Rendu, Christine; And Others
New Borns...Getting a Good Start.
PUB DATE- 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Birth; Breastfeeding; *Child Health; *Communicable Diseases; Developing Nations; Health Education; Health Promotion; Infant Mortality; *Neonates; *Perinatal Influences
IDENTIFIERS- *Infant Care; *Respiratory Problems

This issue of Children in the Tropics analyzes key issues relating to protecting the health of newborn infants. Many of the suggestions offered concern rudimentary health care situations in developing countries. Key issues are addressed in four sections. The first section discusses the early care and first medical examination of infants born in maternity hospitals. The value of breast feeding rather than formula feeding in developing countries is stressed and several minor health anomalies are listed. The section concludes with a discussion of desirable conditions for successful delivery and infant care at home. The second section reviews neonatal respiratory and cardiac pathologies and suggests techniques of dealing with several life-threatening situations which may arise at birth. Postnatal monitoring and participant training are recommended. The third section considers precautions relating to premature and small newborns, the care of fragile newborns, and common medical problems of fragile newborns. Problems typically experienced by hypertrophic newborns are also discussed. The fourth section covers several infant infections. A bibliography lists 2 English and 14 French texts. (BC)

ED 336 225 RC 018 290

Tamaoka, Katsuo
Measuring Intelligence of Minority Children in Canadian Multicultural Contexts.

PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; American Indian Education; *Canada Natives; Culture Fair Tests; *Educational Testing; Elementary Secondary Education; Foreign Countries; Intelligence Quotient; *Intelligence Tests; *Minority Group Children; *Test Bias; Testing Problems
IDENTIFIERS- Canada; United States

Heavy migration into Canada and migration from Native rural communities to urban areas has made it necessary to identify appropriate instruments for assessing minority children s academic abilities. In Canada, IQ tests have been used extensively for academic placement in school. This paper reviews the literature evaluating cultural bias in IQ tests used in Canada and the United States. Studies conducted in the United States suggest that Blacks and Hispanics are at a cultural disadvantage on the major IQ tests, while Hispanics are disadvantaged in language skills as well. With respect to the mainstream Canadian population, the WISC and WISC-R contain items reflecting an American cultural bias. However, Canadianization of such items may not guarantee the proper difficulty level for the substituted items. Cultural bias against Native children is found on some WISC-R items, and degree of acculturation seems to influence IQ results of Native children. Alternative means of assessing minority children s intelligence have included culture-free (or culture-fair) tests, and recalculation of IQ scores taking into account family size, family structure, socioeconomic status, and urban acculturation to indicate "estimated learning potential." These methods did not predict school achievement more accurately than the WISC-R. While the commonly used IQ tests in Canada do not necessarily assess a child s true general ability, they are reasonably predictive of academic success in school (perhaps partly because they reflect cultural biases in school). A multiple assessment approach for minority children is recommended. This paper contains 39 references. (SV)

ED 336 313 SO 021 339

Donley, Susan K.
Toward a Better Balance: Curriculum Guide for Multicultural Education, Part II, Grades 7-12.
SPONS. AGENCY- Pennsylvania Legislative Office for Research Liaison, Harrisburg.
PUB DATE- 88

NOTE- 266p.; For related documents, see SO 021 335 and SO 021 338.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; *Ethnic Groups; Ethnicity; Learning Activities; *Multicultural Education; Secondary Education; Social Studies; State History; Student Educational Objectives; Teaching Methods; United States History
IDENTIFIERS- *Pennsylvania

This curriculum guide is designed to prepare teachers to introduce basic ethnic and multicultural concepts into the classroom, and to help students, through the presented readings and activities, to understand and appreciate the role ethnicity plays in family, local, national, and global life. Four units invite students to apply creative, analytical research methods to a variety of primary and secondary sources. The four units are: (1) Belonging: ethnicity is rooted in the family; (2) Mainstreet: the ethnic texture of one s community; (3) Uniformly diverse: a nation becoming; and (4) Our global family: living in an ethnic world. Among specific goals of the curriculum are these: (1) students will practice critical, analytical, and creative thinking skills; (2) students should develop a sense of pride in their own ethnic groups and communities; and (3) students should exhibit an appreciation for other cultures from other times and places. Three appendices feature a vocabulary list, a category guide for ethnic origin charts and exercises, and a selected reading list of 43 items. (DB)

ED 336 356 SP 033 261

Watt, Molly Lynn; Watt, Daniel Lynn
Classroom Action Research: A Professional Development Opportunity for Experienced Teachers. Draft.
PUB DATE- 7 Apr 91

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Collegiality; *Educational Environment; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Outcomes of Education; Program Evaluation; *Programing Languages; *Teacher Role; Teaching Experience
IDENTIFIERS- Experienced Teachers; *LOGO Programing Language; *Teacher Researchers

The purpose of this study was to develop methodologies to support experienced teachers in taking on the role of participant researchers and engaging in collaborative inquiry through action research projects about their teaching practices. Although the structures designed were not content-specific, the teachers in the study were using the LOGO computer language in their teaching, and their research questions involved the teaching and/or learning of LOGO. The collaboration was at 2 levels: among the approximately 10 teacher researchers at each of 9 sites over 7 states who met regularly throughout the school year; and among the sites, through a leadership institute, mailings, telecommunications network, and phone calls. The project, the LOGO Action Research Collaborative, was developed to extend the professional responsibilities, voices, and insights of experienced teachers and to provide a context for professional renewal. In the pilot research cycles, it has been observed that the project provides professional nourishment and collegiality for experienced teachers, that teachers gain new understandings about the LOGO content they are teaching, that teachers make self-directed improvements in their classroom teaching practices, and that teachers take on new roles as researchers and research group leaders. Sixty-six references are included. (IAH)

ED 336 376 SP 033 298

Murray, David R.; Tinney, Mariko
Professional Educators Perceptions Concerning the Mentoring Process in the Floyd County Schools: A Synthesis.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary Education; *Inservice Teacher Education; Instructional Improvement; *Mentors; *Program Effectiveness; Program Evaluation; School Districts; *Staff Development; Surveys; Teacher Attitudes
IDENTIFIERS- *Floyd County School District GA

In 1985, the Floyd County (Rome, Georgia) School System began an induction program designed to support the entrance level teacher. The major focus of this support was the development of the Mentor Assistance Program which afforded new teachers the opportunity to work closely with veteran teachers in the field. A summative review of the program was conducted to identify the general perceptions of teachers and administrators towards the mentoring process and to evaluate the general criteria and goals of the mentoring program. Perceptions on the effectiveness of the program were identified in terms of what was experienced and what was recommended for future inclusion. Approximately 200 teachers and administrators were surveyed concerning their perceptions about the mentor process. From this population, 187 responded to the survey questionnaire. Mentors, proteges, administrators, and a random selection of teachers not directly involved in the program all placed a high value on the induction efforts. Comments most often made pointed to the need for more time for the participants to work together on common goals and for more attention to matching mentors and beginning teachers. It was suggested that the Mentor Assistance Program is vital to the overall improvement of education and that future empowerment efforts on the part of teachers should be an integral part of future considerations. (LL)

ED 336 286 SO 021 122

California Basic Instructional Materials in History--Social Science. Adoption Recommendations of the Curriculum Development and Supplemental Materials Commission to the State Board of Education 1990. Second Edition.

PUB DATE- 12 Oct 90
NOTE- 89p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Instructional Materials; Social Sciences; Social Studies; *State Standards; Textbook Evaluation; *Textbook Selection; United States History
IDENTIFIERS- *California

The instructional textbooks for history-social science, K-8 grades, recommended for adoption in the state of California are described in this report. The rationales for recommendation of particular texts are provided, as well as those behind the decision not to recommend other materials. A number of special issues dealt with by the adoption committee also are discussed and include religion in history, cultural diversity and national identity, and technology and primary sources. (DB)

ED 336 335   SO 030 280

Bierschenk, Bernhard

The Topological Scaling of Consciousness: The World in the Perspectives of Economists and Technologists. No. 34.

PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Measurement; *Cognitive Processes; *Cognitive Psychology; Foreign Countries; Futures (of Society); Higher Education; *Philosophy; *Psychological Studies; Social Science Research; Social Sciences

The psychological concept of consciousness is examined in this article. It is argued that the intentionality of an individual s behavior is the key to the measurement and representation of his consciousness. The experiment examined concerns groups of students of business administration and civil engineering as well as professional economists, and their responses to models of future society. Topological structures are formulated based on the groups responses in terms of various aspects of consciousness as it is here defined. Distinctive aspects characterize the groups such that they can be ordered on a scale from non-consciousness to consciousness. Increasing consciousness implies increasing conceptual autonomy in the respective group s cooperation with its environment, and consequently, also an increase in its chance to survive in competition. A 31-item list of references is included. (DB)

ED 335 993 HE 024 811

Opper, Susan; And Others
Impacts of Study Abroad Programmes on Students and Graduates. Higher Education Policy Series 11, Volume 2.
PUB DATE- 90
NOTE- 215p.; For Volume 1 of this study, see HE 024 810.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Books (010)
DESCRIPTORS- *Academic Achievement; Academic Standards; Age; Cultural Education; *Education Work Relationship; Foreign Students; Higher Education; International Programs; *Outcomes of Education; Program Content; *Program Effectiveness; *Second Language Learning; Sex; Social Class; *Study Abroad
IDENTIFIERS- France; Sweden; United Kingdom; United States; West Germany

This is the second volume of a report on the findings of an international research effort designed to analyze the structures and impact of study abroad programs offered by higher education institutions in France, West Germany, Sweden, the United Kingdom and the United States. This volume focuses primarily upon study abroad program participants, their characteristics and the effects that their experiences have on them. Chapter One describes the research methodology; namely, surveys of program participants before and after their experience. Chapter Two details the students personal, academic, and social backgrounds. Chapter Three describes experiences of students in the study abroad programs. Chapter Four reviews the formal, academic goals of programs and assesses their success in relation to those goals with the exception of effects on foreign language proficiency which is the topic of Chapter Five. Chapter Six examines the cultural impacts of the study abroad experience on participants. Chapter Seven addresses the importance of these experiences on later careers. Chapter Eight sets out the results of a statistical analysis designed to identify some of the key determinants of changes in student competences related to study abroad. The final chapter presents conclusions. Many tables and figures supplement the text. (JB)

ED 336 109 IR 053 706

Johnson, Margaret; And Others
Computer Files and the Research Library.
PUB DATE- Nov 90
NOTE- 57p.; Proceedings of an Invitational Machine-Readable Data Files Workshop Stanford, CA, 1989). Edited by Constance C. Gould.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Cataloging; Classification; Computer Networks; *Databases; Higher Education; Information Retrieval; Library Collections; *Library Services; Policy Formation; *Records Management; *Research Libraries; Workshops
IDENTIFIERS- Research Libraries Information Network

This report on a machine-readable data files workshop highlights unresolved issues related to innovative approaches to collecting, describing, and providing service for computer files in research libraries. The remarks of four of the workshop speakers are presented. Margaret Johnson of the University of Minnesota gives a comprehensive review of collection management and development issues, from understanding the medium to training bibliographers. Anita Lowry of Columbia University introduces the Electronic Text Service, which she describes as probably the first research-library-based research and instructional facility devoted to machine-readable humanities texts. Lynn Marko of the University of Michigan describes her library s ground-breaking project to catalog Research Libraries Information Network (RLIN) data files from the Inter-university Consortium for Political and Social Research. Finally, Katherine Chiang of Cornell University presents a detailed checklist of the skills and expertise required to provide access to computer files, beginning with selecting the computer file and ending with assisting patrons in data extraction. Concluding the report are the workshop agenda, a list of the workshop attendees and their mailing addresses, a summary of the workshop discussion results, and summaries of six projects: (1) "Computer Files in the Research Library: Issues of Collection and Access" (Cornell University): (2) "Capturing Information about Machine-Readable Files in the Humanities" (Dartmouth College); (3) "Progress in MRDF: The Machine-Readable Data File Project" (University of Florida); (4) "Policy Development for the Acquisition of Machine-Readable Data: A Demonstration Project" (Northwestern University); (5) "Covering the Bases: Executive Summary" (New York University); and (6) "Providing Local Access to Machine-Readable Data Files: Choices and Tradeoffs" (University of Pennsylvania). (MAB)

Jonas, Stephen; And Others

Selecting an Information System for the 90s: Can a User Driven Process Work?

PUB DATE- Oct 90
NOTE- 18p.; Paper presented at the Annual Conference of the League for Innovation in the Community College, "Serving Students in the Age of Information Technology" (Dallas, TX, October 21-24, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Competitive Selection; Computer Software Selection; *Computer System Design; Contracts; Educational Finance; Evaluation Criteria; *Management Information Systems; *Systems Development; Technological Advancement; Two Year Colleges; Users (Information)
IDENTIFIERS- *Sinclair Community College OH

In 1988, Sinclair Community College (SCC) began a comprehensive study of the need for a new administrative information system that would improve the college s effectiveness and flexibility in providing educational and administrative services. A planning committee provided college-wide coordination for the development of a request for proposal (RFP) that reflected departmental and technical needs, the evaluation of various proposals against the criteria in the RFP, and the eventual selection and validation of the preferred vendor. The evaluation of vendors involved access to vendor demonstration systems through campus terminals, a review of vendor applications and technical documentation, and telephone calls and visits to other user sites. The contract binding SCC and the preferred vendor provided for significant support from the vendor in the areas of training, implementation, and the development of custom software to insure the effective implementation of all system modules and the development of expertise on the part of SCC personnel. A framework for implementation was proposed by and reviewed with the vendor, and the implementation plan for the new system was finalized jointly by SCC and vendor personnel following contract approval. Considerations related to implementation included hardware availability, selection of a temporary location for the new hardware, and the development of a schedule for user and technical staff training, database conversion, systems testing, and production changeover. Financial considerations related to the new system included contract costs for hardware and software, costs for all modules, support and training costs, and custom software charges. First-year and projected maintenance costs were also identified. (JMC)

ED 336 165 JC 910 443

Career Student Follow-Up: Class of 1989-90.
PUB DATE- Aug 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; *Employer Attitudes; *Employment Patterns; Followup Studies; *Participant Satisfaction; *Personnel Evaluation; Program Evaluation; Questionnaires; Two Year Colleges; Two Year College Students; *Vocational Education; Vocational Followup
IDENTIFIERS- Johnson County Community College KS

Each year, the Office of Institutional Research at Johnson County Community College (JCCC) conducts follow-up studies of: (1) students who completed a JCCC career program during the previous academic year; and (2) employers of completers who are working in jobs related to their JCCC course of study. In fall 1990, surveys were sent to 501 former students who had earned degrees and certificates, or who had left the program with marketable skills. Of these, 411 returned usable surveys for an 82% response rate. Respondents working in jobs related to their JCCC course of study were identified and a total of 231 employers were surveyed. A total of 179 completed employer surveys were returned for a 77.5% response rate. Study results included the following: (1) 82% of the program completers were employed in careers related to their course of study, earning an average of 10.67 per hour; (2) 8 out of 10 program completers employed in jobs related to their course of study expressed satisfaction with their jobs; (3) 98% reported that they had achieved their JCCC educational objectives, and 96% would recommend the college to their friends; (4) when asked to rate aspects of the college, a greater percent expressed satisfaction with JCCC than with a four-year college they had attended, particularly in the areas of quality of instruction, and helpfulness and individual attention of faculty; (5) 27% were continuing their education; and (6) over 90% of the employers rated completers overall job preparation as "very good" or "good." Data tables and the survey instruments and cover letters are included. (PAA)

ED 336 207 PS 019 969

Young, Robert D.
Risk-Taking in Learning, K-3. NEA Early Childhood Education Series.
PUB DATE- Sep 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Classroom Environment; Inhibition; Language Arts; Mathematics Instruction; Primary Education; *Problem Solving; Science Instruction; *Student Behavior; *Teacher Role; Whole Language Approach
IDENTIFIERS- *Risk Taking; Risk Taking Behavior

This handbook offers teachers suggestions for ways to help students become risk-takers. Five levels of risk-taking behavior are identified: the uninhibited risk-taker, the analytical risk-taker, the cautious risk-taker, the inhibited risk-taker, and the nonrisk-taker. The importance of risk-taking for problem solving, and the teacher s role in promoting risk-taking, are discussed. The type of classroom that promotes risk-taking is described, and suggestions for scheduling and encouraging affective and cognitive development are offered. Individual chapters on mathematics, science, and the language arts include discussion of educational practices in each of the subjects and a list of ideas and activities that can be used in the classroom to encourage risk-taking in learning the subjects. A final chapter offers further ideas and activities that can be used to integrate the content of the subject areas. The whole language approach is stressed. A reference list of 60 items is included. An extrensive bibliography is divided into three sections: fun with words; poetry; and whole language. (BC)

Sullivan, Pat

Las Cruces Public Schools. The Graduate Survey, Class of 1989.

PUB DATE- Jun 91
NOTE- 37p.; Figures contain small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *Educational Assessment; Graduate Surveys; *High School Graduates; High Schools; Institutional Evaluation; Job Satisfaction; Postsecondary Education; *Relevance (Education); School Districts; *Student Attitudes; Tables (Data)
IDENTIFIERS- *Las Cruces Public Schools NM

Members of the Las Cruces School District graduating class of 1989 were surveyed by mail about postsecondary studies, work, and the effectiveness and usefulness of their high school courses and experiences. Of 998 graduates, 203 responded. Respondents were 57% Anglo and 42% Hispanic. Compared to the graduating class as a whole, respondents had significantly higher rates of female and Anglo and had a higher mean grade point average. About 79% of respondents were attending school either full time or part time, and 60% of these students were working. Respondents indicated that: (1) English, math, and science were the most useful subjects in high school and should receive greater emphasis; (2) they could have and should have taken a more serious approach to their high school studies; and (3) career planning and counseling services in high school were weak. College students felt that advanced placement courses had been beneficial. The high percentage of students attending New Mexico State University suggested the need for closer coordination between the school district and that university. Of 30 respondents not attending school or in the armed forces, 43% reported high job satisfaction, and only 10% reported that the job was related to their vocational studies in high school. This paper contains data tables, charts, and figures. The appendices include the survey instrument and the survey results in tables or charts. (SV)

ED 335 950 FL 019 455

Parker, Steve
Laminal Sibilants in Chamicuro.

PUB DATE- 90
NOTE- 17p.; In: Work Papers of the 1990 Summer Institute of Linguistics, University of North Dakota Session, Volume 34, p59-74, 1990. For collected papers, see FL 019 451.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Language Patterns; Language Research; *Phonemes; *Phonology; Uncommonly Taught Languages
IDENTIFIERS- *Chamicuro; *Fricatives; Peru

A study examined the phonological status of laminal sibilants in Chamicuro, a Maipuran Arawakan language spoken in the Amazonian lowlands of eastern Peru. The phonemic inventory of these sibilants shows a very strong symmetry of three affricates and three corresponding fricatives. However, when the laminal alveolar fricative is considered, the pattern of distribution becomes more complicated. Specifically, it is very difficult to account for the occurrence of syllable-final laminal alveolar fricatives in a simple and elegant way. Two possible solutions emerge. One is to claim that whenever the phoneme occurs in a syllable-final position it is an allophone of another phoneme. The other involves positing an underlying sequence that coalesces to form the laminal alveolar fricative. The phonological facts examined in this analysis appear to point to the latter explanation. Additional data on other forms that further illustrate the phonological patterns discussed are appended. (MSE)

ED 336 051 HE 024 896

Priorities of the 1990s: Recommendations for Reauthorizing the Higher Education Act of 1965. A Report to the Congress of the United States.

PUB DATE- Mar 91

NOTE- 29p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; Data Collection; Data Interpretation; *Delivery Systems; Equal Education; Federal Aid; Federal Legislation; Federal Programs; Government Role; *Higher Education; *Information Dissemination; Minority Groups; *Student Loan Programs

IDENTIFIERS- Department of Education; *Higher Education Act Title IV; *Reauthorization Legislation

In 1989 and 1990 the Advisory Committee on Student Financial Assistance to standing committees in the U.S. Congress identified and explored issues for consideration in the reauthorization of the Higher Education Act and Title IV programs. Through 18 months of information gathering the Committee uncovered three problem areas. The first problem is that federal efforts to promote equal access to postsecondary education have stalled. For example, participation rates for minorities are 10 percent lower than rates for whites though those rates were nearly equal in 1976. In addition, the delivery system and application process have remained complex and serve as a significant barrier to access, particularly for at-risk populations. Finally, the ability of the Department of Education to acquire, access, and analyze data about important issues facing the Title IV programs was found to have deteriorated. The Committee recommended a series of initiatives to address the problems described including redefining equal access goals, implementing new initiatives to equalize access, revitalizing federal research and outreach efforts, integrating need analysis models, simplifying application and reapplication, promoting full implementation of free federal delivery, and fine-tuning federal need analysis as well as identifying critical issues for further study. The text includes three figures and a list of the members and staff of the Advisory Committee. (JB)

ED 336 088 IR 015 108

Njoo, Melanie; de Jong, Ton

Support for Learning with Computer Simulations: Giving Hints, Supporting Learning Processes, and Providing Hypotheses.

PUB DATE- 91
NOTE- 41p.; Paper presented at the Annual Convention of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Computer Assisted Instruction; *Computer Simulation; *Discovery Learning; Discovery Processes; Foreign Countries; Higher Education; *Instructional Design; Instructional Materials; *Intermode Differences; *Learning Processes

This paper contains the results of a study on the importance of discovery learning using computer simulations. The purpose of the study was to identify what constitutes discovery learning and to assess the effects of instructional support measures. College students were observed working with an assignment and a computer simulation in the domain of mechanical engineering. Twenty-two learning processes were identified and classified into transformative and regulative categories. In a second study, 91 students received a mixture of directive and non-directive support consisting of an information sheet and fill-in forms. Students were asked to work with the simulation and make use of the forms to support their exploration. By combining the variations in information sheets and fill-in forms, an experimental design was developed containing four experimental groups and one control group. It is concluded that students appeared to be more active in discovery learning when making use of the information sheets and fill-in forms. However, certain discovery processes, such as hypothesis generation, data interpretation, and the drawing of conclusions, are difficult processes and students need assistance to master them. A number of conflicting effects of the instructional support measures were also indicated. (34 references) (Author/DB)

ED 336 264 SE 052 155

Collins, Angelo
Performance-Based Assessment of Biology Teachers: Promises and Pitfalls.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Apr 91
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Competence; Evaluation Methods; *Portfolios (Background Materials); Science Education; *Science Teachers; Secondary Education; *Secondary School Science; Secondary School Teachers; *Simulation; Teacher Attitudes; *Teacher Evaluation; Teaching Methods
IDENTIFIERS- *Performance Based Evaluation; *Teacher Assessment Project

Research of the biology component of the Teacher Assessment Project (BioTAP) was conducted to explore the feasibility of using performance-based assessments to evaluate high school biology teachers. Three modes of performance-based assessment were employed: portfolios, portfolio-based simulations, and simulation exercises. Fifteen high school biology teachers completed 11 assessment activities during the 1988-89 academic year and the summer of 1989. Using a holistic scoring procedure and group deliberation, the performances of the teachers were rated. This paper reviews the design and administration of the assessment activities, reports on the rating process, the results of the rating, and the teachers and research teams reactions to performance-based assessments. The personnel, portfolio, the assessment center, rating, findings, conclusions, and implications are topics of discussion. A copy of the rating form and 24 references are appended. (KR)

ED 336 287 SO 021 164

Salinger, Marion C.; Wilson, Donald C.
The Portrayal of Canada in American Textbooks. Occasional Paper Number Twenty-two.
PUB DATE- 90
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizenship Education; *Curriculum Development; Educational Research; Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; Instructional Materials; International Relations; Social Studies; *Textbook Content; *Textbook Evaluation; *Textbook Research
IDENTIFIERS- *Canada; *Canadian Studies

A new awareness of the importance of understanding Canada has made its way to U.S. public school classrooms. Canada and the Canadian-U.S. relationship have joined the spectrum of countries featured in the U.S. curriculum. As a response to this development, an investigation of leading textbooks used in U.S. classrooms was undertaken to examine the adequacy of the information on Canada as it appears in textbooks. Twelve textbooks were analyzed: profiles of each appear in this report. The study concluded that textbook publishers have not yet provided teachers with materials that satisfactorily portray the essence of Canada and its people. A number of recommendations are made to textbook publishing companies, Canadian studies programs, and Canadian studies centers identifying ways textbooks can be improved. Six appendices and a list of 13 references are included. (DB)

ED 336 396 TM 017 039

Does Education Pay Off? Bureau of the Census Statistical Brief SB/91-4.
PUB DATE- Feb 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adults; Career Development; *Economic Impact; Educational Attainment; *Educational Benefits; Education Work Relationship; *Employment Patterns; Employment Potential; Higher Education; High School Graduates; High Schools; Income; National Surveys; Postsecondary Education; Statistical Data
IDENTIFIERS- Fact Sheets; *Survey of Income and Program Participation

The educational attainment of the adult population is examined, along with the fields in which adults received degrees, and their earnings in those fields. Figures from the Survey of Income and Program Participation are compared for 1984 and 1987. More adults (78%) had high school diplomas in 1987, and about 23% had earned a postsecondary degree. Earnings varied with educational attainment and increased as one moved up the degree ladder. Mean monthly earnings for those without a high school diploma were 452, while those with professional degrees had mean monthly earnings of 4,003. Those with more education saw a much greater increase in earnings in the period from 1984 to 1987. Degree holders were most likely to have degrees in business and education. Earnings differed among demographic groups, and the earnings of those with bachelor s degrees differed among degree fields. Financially lucrative areas included economics, engineering, mathematics or statistics, and business and management. Two graphs are provided. (SLD)

ED 336 416 TM 017 202

1990 Report Card, the State of School Systems in North Carolina.

PUB DATE- Dec 90
NOTE- 540p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accreditation (Institutions); Community Characteristics; Educational Quality; Educational Trends; Elementary Secondary Education; Graphs; Institutional Characteristics; Profiles; *School Districts; *School Statistics; Standardized Tests; State Programs; *State Surveys; Student Characteristics; Tables (Data); Testing Programs; Test Results
IDENTIFIERS- *North Carolina; Performance Indicators; Status Reports

This document is a compendium of reports prepared for presentation to each of North Carolina s 134 local school systems by the State Board of Education. Each report summarizes student performance in the system for 1989-90 in table and graph form and permits a comparison with student performance in preceding years. These reports satisfy a state legislative mandate. Information related to school system performance is outlined in 5 sections for each of the 134 individual reports: (1) school system characteristics (including membership, finances, numbers and types of classroom teachers and students, and an index of advantagement); (2) community characteristics; (3) student performance indicators; (4) achievement by subject area and overall achievement for 1990 (standardized test results); and (5) accreditation status for systems seeking 1990 state accreditation. School system reports are arranged alphabetically by county, with city reports following the system reports of the counties in which they are located. (SLD)

ED 335 973 FL 800 376

Vocational Training for LEP Adults in California.

PUB DATE- 91
NOTE- 54p.; Table 10 will not reproduce adequately due to small, filled print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agency Role; Employment Patterns; Hispanic Americans; *Limited English Speaking; Postsecondary Education; Program Descriptions; *Public Policy; State Agencies; *Statewide Planning; Statistical Data; *Vocational Education
IDENTIFIERS- *California

This report provides an overview of vocational training programs and activities for Limited English Proficient (LEP) adults in California, with particular emphasis on Orange County and Merced County. State policy regarding LEP adults is discussed, as are the roles of state agencies in providing services to these individuals. Statistical information concerning the LEP population is also presented. This includes selected population data on the number and national origin of LEP inhabitants in Orange County, Merced County, and California as a whole. Also included are selected social and economic characteristics of Hispanic Californians, as well as employment data for this population. Specific programs are also reviewed. (Adjunct ERIC Clearinghouse on Literacy Education) (JL)

ED 336 014 HE 024 834

Otten, Chris M. E.

Designing a Study about Enrollment Motives. AIR 1991 Annual Forum Paper.

PUB DATE- May 91
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Choice; Decision Making; Enrollment; Foreign Countries; Higher Education; Influences; Institutional Research; Intellectual Disciplines; Research Methodology; *Statistical Analysis; *Student Attitudes; *Student Motivation; *Student Recruitment
IDENTIFIERS- *AIR Forum; Netherlands; *University of Utrecht (Netherlands)

This paper describes a quantitative method to investigate the enrollment motives of students, and reports on the application of the method at the University of Utrecht (The Netherlands). The paper discusses environmental, educational/organizational, and image factors influencing a student s choice of a particular university. A quantitative methodology is then proposed, which involves analyzing enrollment data in terms of total market share and relevant market share and determining a "recruitment index" for both the university as a whole and individual fields of study. Use of the methodology at the University of Utrecht is reported, comparing recruitment indices for biology, art history, philosophy, sociology, and social geography. Findings indicated that environmental factors were decisive for 60% of freshmen students and educational and organizational factors were decisive for 30% of freshmen. The usefulness and cost effectiveness of quantitative analysis in the design of an investigation of student enrollment motives is stressed. Includes nine references. (DB)

ED 336 033 HE 024 853

Savenije, Bas
University Budgeting: Creating Incentives for Change? AIR 1991 Annual Forum Paper.

PUB DATE- May 91
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *Change Strategies; College Administration; College Faculty; Comparative Analysis; Decentralization; Decision Making; Faculty College Relationship; Foreign Countries; Higher Education; *Politics of Education; Power Structure; *Resource Allocation
IDENTIFIERS- *AIR Forum; *Netherlands; University of Utrecht (Netherlands)

This paper investigates the role of the budget as an instrument for realizing strategic change and as an influencing factor on the behavior of university faculty within the decentralized educational environment of the Netherlands. It distinguishes between a base component (lump sum allocation) and a special-purpose component (earmarked allocation) in budgeting. It also analyses several approaches to budget development in relation to the implementation of change. Major conclusions are: (1) that in Dutch higher education the budget is a limited instrument for the implementation of strategic change with some use in strengthening developments already initiated within a faculty but ineffective to implement change in a top-down manner; and (2) that change at the faculty level is more effectively stimulated by control devices than by detailed planning instruments. Section 1 of this paper provides a brief introduction to the Dutch higher education system. Section 2 describes some relevant aspects of university organization. Section 3 makes some general remarks about university budgeting and distinguishes a number of budgeting systems. Sections 4 and 5 analyze these budgeting systems as management tools for the implementation of strategic change, using experiences at the University of Utrecht as background. Section 6 presents some general conclusions. Contains 31 references. (GLR)

ED 336 070 IR 015 077

Dalbotten, Mary, Ed.
Model Learner Outcomes for Educational Media and Technology.
PUB DATE- 89
NOTE- 78p.; For a related curriculum guide, see IR 015 076.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; *Course Integrated Library Instruction; Curriculum Development; *Educational Media; Elementary Secondary Education; Information Sources; *Learning Resources Centers; Library Materials; Media Selection; Media Specialists; Models; *Objectives; State Boards of Education
IDENTIFIERS- Librarian Teacher Cooperation; Model Learner Outcomes

The first of four chapters in this manual provides statements of the Minnesota State Board of Education s values, philosophy, mission, and learner goals, and explains the two purposes for which they were designed: (1) to provide a model for use by communities and school staff; and (2) to serve as a hierarchy for use by Department of Education staff and educators in the development of learner outcomes. The second chapter introduces the goals of educational media and technology in school library media programs and provides a rationale for teaching media and technology skills. The desired learner outcomes are described in three broad areas: accessing information, processing information, and communicating information. A listing of model learner outcomes to be achieved by students by the time they graduate is provided in the third chapter together with objectives designed to help students reach the goals in the three previously listed areas. Desired outcomes are classified according to the cognitive levels of knowledge, application, and integration, as well as affective development, psychomotor development, international/global concept development, and multicultural/gender fair concepts. Chapter four discusses the development of learner outcomes and their integration into the curriculum. Four curriculum development forms with instructions and five samples of media outcomes forms are presented as tools that media specialists may use to organize instruction. An outline of model learner outcomes for media and technology in elementary schools is appended and a glossary and 14-item annotated bibliography are provided. (DB)

ED 336 130   JC 910 388

Layne, Rosemary G.; Forester, Glenn
The Cutting Edge: Sharpening Faculty Skills in a Changing World.
PUB DATE- 21 May 91
NOTE- 40p.; Speech presented at the National Institute for Staff and Organizational Development National Annual Conference on Teaching Excellence (13th, Austin, TX, May 19-22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; *Faculty Development; *Inservice Teacher Education; Instructional Improvement; Job Skills; Professional Development; *School Business Relationship; Teacher Attitudes; Teacher Effectiveness; *Teaching Skills; Technological Advancement; Technological Literacy; Two Year Colleges; Vocational Education
IDENTIFIERS- *Brevard Community College FL

As part of its faculty development efforts, Brevard Community College (BCC) offers a 4- to 6-week Return To Industry (RTI) summer program for faculty interested in updating and expanding their skills and knowledge base in order to remain current with changing technology. The RTI program has the following characteristics: (1) it is open to faculty in all disciplines; (2) it is offered in the summer during non-contract time; (3) interested faculty propose their own objectives, suggest industry sites, and identify the experience s benefits to their program; (4) faculty receive a modest stipend; and (5) faculty can use the program as credit towards the graduate coursework hours required as part of the teaching contract at BCC. During the 9 years of RTI s existence, 54 BCC faculty members have received training, and over 40 business firms and government agencies have participated. In addition to benefiting from the upgrading of skills and technical knowledge in their field, teachers participating in the program report a renewed enthusiasm for teaching and an ability to integrate their on-site experiences into classroom lectures. Participating businesses and agencies welcome having an additional skilled "employee" at no cost to the company, and appreciate the benefits of having a relationship with the teachers who instruct the future employee pool, and who can refer the best graduates to the company. A report reviewing the summer 1990 RTI program is provided, including open-ended responses from follow-up surveys of participating faculty and industry representatives. (PAA)

ED 336 187 PS 019 753

Relos, Ruth, Ed.
North Carolina s Homeless Families: Issues for the 90 s. Papers from an Invitational Working Conference (Raleigh, North Carolina, January 24, 1991).
SPONS. AGENCY- Babcock (Mary Reynolds) Foundation, Inc., Winston-Salem, N.C.; North Carolina State Dept. of Human Resources, Raleigh.
PUB DATE- 24 Jan 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Battered Women; Child Health; *Children; Day Care; Economic Change; Government Role; Grants; *Homeless People; *Housing Needs; Mental Disorders; *Policy Formation; *Public Health; Rural Areas; *State Programs; Substance Abuse
IDENTIFIERS- *North Carolina

The North Carolina Conference for Social Services invited North Carolina policymakers and service providers to participate in a working conference in January 1991. The conference addressed issues relating to homeless families in North Carolina. Goals of the conference were to: (1) increase the potential for collaboration on behalf of homeless families; (2) identify strategies to address the needs of homeless families; (3) foster outreach strategies to rural homeless; and (4) determine strategies to prevent low-income families from becoming homeless. A series of working papers considered particular problems including: (1) shifts in the economy; (2) affordable housing; (3) health care for homeless children; (4) child care for homeless children; (5) substance abuse; (6) health care for the homeless; (7) homeless persons with mental illness; (8) problems of homeless children in rural areas; (9) education and homeless children; (10) homeless issues relating to battered women; (11) subsidized child care; and (12) government s response to homeless families. Each paper includes a discussion of the scope and context of the problem, and a series of recommendations for dealing with the problem. References are

ED 336 226 RC 018 292

Baker, Victoria J.
Schooling for Self-Esteem: An Alternative Look at Parental and Pupil Views in Disadvantaged Third World Areas.
PUB DATE- 15 Nov 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Anthropological Association (88th, Washington, DC, November 15, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Disadvantaged; *Educational Attitudes; Elementary Secondary Education; Foreign Countries; *Parent Aspiration; Parent Attitudes; *Relevance (Education); Rural Areas; *Self Esteem; Student Attitudes; *Values
IDENTIFIERS- Mexico; Senegal; Sri Lanka

This paper, based on field research and a literature review, examines the beliefs about education as held by people in developing countries. Parents and students in disadvantaged third world areas value education for the sake of learning, not just to improve chances of modern-sector employment. A study in four Mexican rural schools found that when parents were asked, "What are the advantages of sending your child to school?", they most often cited reasons categorized as "education for its own sake." Similarly, a study in a Lebanese civil war setting found that despite the fact that students found no relation between education and the realities of the world, they placed a very high value on education. They viewed education as an enriching experience, desirable for enhancing one s self-esteem. Two fieldwork studies in Sri Lanka found that parents did not perceive education solely as an opportunity for their children to escape poverty. Although parents ideally wanted their children to obtain salaried jobs, they were realistic about the slim chances of getting a job. They saw education as a permanent gift that could be given to children so that they could live their lives as "good people." Another participant observation study in Senegal interviewed 32 men and women of varied age groups and social statuses. When questioned about the importance of education, all respondents said they felt education was important, and only four of the reasons given stressed that this importance was related to gaining a government job. The answers indicated a deep respect for knowledge. Dwellers of disadvantaged areas should be given every opportunity to participate in education for the sake of spreading knowledge and increasing self-esteem. (KS)

ED 336 336   SO 030 373

Mardon, Austin Albert
Teaching Place-Names within the Cognitive Psychology Model.
PUB DATE- 11 May 88
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Cognitive Processes; *Cognitive Psychology;
  Elementary Secondary Education; Foreign Countries; Geographic
  Concepts; Geography; *Geography Instruction; *Learning
  Theories; *Locational Skills (Social Studies); Memory; Social
  Studies; Teaching Methods

Efforts to develop geographic literacy, specifically "place-name" knowledge, need to be based in an understanding of cognitive psychological principles. This paper argues that developing knowledge of place-names, including memorization of such names, is important if students are to achieve geographic literacy. A cognitive psychology model of how memory functions in terms of place-name knowledge is presented. (DB)

ED 336 357 SP 033 262

Barrett, Leverne A.

Relationship of Observable Teaching Effectiveness Behaviors to MBTI Personality Types.

PUB DATE- 13 Jul 91
NOTE- 10p.; Paper presented at the International Conference of the Association for Psychological Type (9th, Richmond, VA, July 13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Observation Techniques; Classroom Research; Correlation; High Schools; Personality Measures; *Predictive Validity; Secondary School Teachers; *Teacher Effectiveness; *Teaching Styles; Vocational Education
IDENTIFIERS- *Classroom Observations Keyed Effectiveness Res; *Myers Briggs Type Indicator

Various combinations of personality type components have been suggested as possible attributes of teaching style. However, there is little evidence available as to how these teaching styles relate to teaching effectiveness. This report compares various combinations of personality type with observable teaching effectiveness behaviors. One purpose of this study was to draw together two distinct lines of inquiry, classroom observations and teacher personality type, in an attempt to expand knowledge of how to improve teaching effectiveness by understanding the relationship between teacher behaviors and teacher personality type. A second purpose was to compare the various combinations of personality type with teaching effectiveness competencies to see which combination may have the most predictive power for teaching effectiveness. Results indicate that the temperament styles of Kiersey or Jung have a positive relationship to a number of important teaching effectiveness competencies and that certain styles have greater ease or difficulty in achieving high effectivess scores. Subjects (N=43) in the study were high school vocational education teachers. Four tables display the data. (IAH)

ED 336 377 SP 033 299

Hult, Joan S., Ed.; Trekell, Marianna, Ed.
A Century of Women s Basketball. From Frailty to Final Four.
PUB DATE- 91
NOTE- 452p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adapted Physical Education; *Athletic Coaches; *Basketball; College Athletics; Competitive Selection; Feminism; *Governance; Higher Education; *History; Secondary Education; Sports Medicine; *Womens Athletics; *Womens Education
IDENTIFIERS- AAHPERD; Association for Intercollegiate Athletics Women; *National Association for Girls and Women in Sport; Title IX Education Amendments 1972

This book consists of writings which focus on the role of physical educators in the growth, development, and evolution of competitive basketball. It is divided into two parts, "The Early Years of Basketball--1890s-1930s" and "The Second Fifty Years of Basketball--1940s-1980s." Part I contains 3 sections which place basketball in its historical and cultural framework. The chapters in Part I are as follows: (1) Introduction to Part I; (2) Senda Berenson Abbott: New Woman, New Sport; (3) Clara Gregory Baer: Catalyst for Women s Basketball; (4) The Governance of Athletics for Girls and Women: Leadership by Women Physical Educators, 1899-1949; (5) The Tides of Change in Women s Basketball; (6) The Domestication of Basketball; (7) "The Sacrifice of Maidens" or Healthy Sportswomen? The Medical Debate Over Women s Basketball; (8) Hoops and Skirts: Women s Basketball on the West Coast, 1892-1930s; (9) Basketball Texas Style, 1910-1933: School to Industrial League Competition; (10) The Early Years of Basketball in Kentucky; and (11) Iowa, the Longtime "Hot Bed" of Girls Basketball. Part II consists of 4 sections on governance, special populations, and associations. The chapters are: (12) Introduction to Part II; (13) The Saga of Competition: Basketball Battles and Governance War; (14) Rachel E. Bryant: Twenty-One Years of Women s Leadership in Basketball--in Sport; (15) Women s Basketball Officiating. (16) The Legacy of AIAW; (17) Women s Intercollegiate Basketball: AIAW/NCAA; (18) Coaching and Game Reflections, 1940s to 1980s; (19) Basketballs, Goldfish, and World Championships; 20) Queens College: Success with No Frills; (21) Women s Wheelchair Basketball; (22) The Future Is the Present in Organizations for Basketball; and (23) Title IX, AIAW, and Beyond--A Time for Celebration. (LL)

ED 336 245 RC 018 327

Filek, R. Rudy; Day-Perroots, Sue
Project Breakthrough: A Telecourse Model for the Mountain State.
PUB DATE- 91
NOTE- 15p.; Paper presented at the National Conference on Rural Adult Education Initiatives (Kansas City, MO, June 20-22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adults; Delivery Systems; *Distance Education; Educational Needs; Higher Education; *Nontraditional Students; Program Design; *Rural Areas; Student Attitudes; Surveys; *Telecourses
IDENTIFIERS- *West Virginia

This study assessed educational needs and interests of West Virginia adults related to the proposed extension of distance education through Project Breakthrough. Project Breakthrough will broadcast college credit telecourse via satellite into more than 50,000 home satellite receivers. Results show an overall positive attitude toward additional education. Approximately one-third of the general households and satellite respondents were interested in participating in Project Breakthrough, and 61% of the students enrolled in Regents Bachelor of Arts programs and 72% of the adults taking telecourses through public television reported a similar interest. Access to Project Breakthrough telecourses can be increased through receiver sites at public libraries and telecasts on public television. Timing of telecourses is irrelevant due to the ability to pre-record telecourses on VCRs. Preferred fields of study were computer and information processing, general studies, and small business management. The implementation model for the project consists of a C-band uplink, which can transmit to C-band satellite receivers at all higher education institutions, numerous educational facilities, libraries, businesses, and homes. The curricular philosophy of Project Breakthrough is framed in the seven principles of good practice for undergraduate education. A key component of the project is the resource network that provides diverse and wide-ranging support services to students. (KS)

ED 336 314 SO 021 347

Bjerstedt, Ake, Ed.
Peace, Environment and Education.
PUB DATE- 90
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Global Approach; *International Education; *International Educational Exchange; *Peace; Social Studies; Teaching Methods; World Affairs
IDENTIFIERS- *Peace Education

This special issue contains five sections. In the first part, "Papers," one full-length paper (Lennart Vriens) and a selection of paper summaries from a recent international conference on peace education are included. The second part, "People and Perspectives," presents an interview with Tom Roderick of the U.S. organization, Educators for Social Responsibility. The third part, "Places," reports on two major conferences (Groningen I and Groningen II) on peace education. The fourth part, "Publications", is an annotated bibliography of some recent publications (basic books, dissertations, journals, and additional information) related to peace education. The final section, Postscripts, presents information about archives, a selected listing of conferences, organizations that collect peace education materials, and a description of the UNESCO Peace Education Prize Ceremony for 1990. (DB)

ED 335 951 FL 019 456

Pinson, Thomas M.
Possessor Ascension in Dakota Sioux.
PUB DATE- 90
NOTE- 19p.; In: Work Papers of the 1990 Summer Institute of Linguistics, University of North Dakota Session, Volume 34, p75-92, 1990. For collected papers, see FL 019 451.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Languages; *Grammar; *Language Patterns; Language Research; *Nouns; Structural Analysis (Linguistics)
IDENTIFIERS- *Lakota (Language)

A study of Dakota Sioux presents evidence for Possessor Ascension. In this construction, a nominal that is semantically a possessor is syntactically not a constituent of the noun phrase but a constituent of the clause. The report first discusses the universal characterization of Possessor Ascension in the framework of relational grammar, and describes ways in which Possessor Ascension is expressed in Sioux. Next, four arguments for this construction are presented. One is based on verb agreement, the second on reflexivization, the third on the distribution of the possessive morpheme, and the fourth on the morpheme /ki-/. Certain constraints on this construction are examined. The effect of Possessor Ascension on verb agreement is seen as being of particular importance because it constitutes a strong argument against a frequently cited form of the verb agreement rule in Sioux based on semantic notions. It is concluded that there are two types of Possessor Ascension in Dakota Sioux. The first follows the Host Limitation Law and is optional. The second type is ascension of a possessor to level 3 followed by advancement to 2. This type is obligatory and occurs only when the noun being possessed is alienable. A 28-item bibliography is included. (MSE)

ED 335 974 FL 800 377

Vocational Training for LEP Adults in Illinois.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agency Role; Employment Patterns; Hispanic Americans; *Limited English Speaking; Program Descriptions; *Public Policy; *Statewide Planning; Statistical Data; *Vocational Education
IDENTIFIERS- *Illinois

This report provides an overview of vocational training programs and activities for Limited English Proficient (LEP) adults in Illinois, with particular emphasis on the Chicago area and on Elgin County. State policy regarding LEP adults is discussed, as are the roles of state agencies in providing services to these individuals. Statistical information concerning the LEP population is also presented. This includes selected population data on the number and national origin of LEP inhabitants in Chicago, Elgin County, and Illinois as a whole. Also included are selected social and economic characteristics of Hispanic individuals, as well as employment data for this population. Specific programs are also reviewed. (Adjunct ERIC Clearinghouse on Literacy Education) (JL)

ED 335 994   HE 024 812

Kadish, Mortimer R.
Toward an Ethic of Higher Education.
PUB DATE- 91
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational Philosophy; General Education; *Higher Education; Liberal Arts; Literature; Outcomes of Education; Philosophy; Professional Education; *School Community Relationship; Science Instruction; *Teacher Student Relationship

This book presents an alternative ethic of higher education and considers policy choices of higher education resulting from this ethic. This alternative ethic asserts that higher education constitutes a primary social means for the forming of selves capable of participating widely and effectively in the affairs of a modern complex world. This ethic is contrasted to both the elitist intellectualist tradition and the contemporary pragmatic, investment based view. After an introductory chapter, chapters Two and Three reconsider the nature of self-interest in higher education as a basis upon which an alternative ethic for the conduct of that education might rest. In Chapters Four through Nine it is suggested that an alternative is possible in the nonvocational heart of a liberal, university education. Chapters Four and Five present an examination of the nature of the teacher student relationship characterizing it as cooperative competition. Chapter Six discusses general education, and Chapter Seven takes up liberal education. In Chapter Eight the alternative framework is applied to the study of literature, science, and philosophy. Chapter Nine treats the place of professional schools in the university. Chapter Ten explores the limits of the university. Chapters Eleven and Twelve respectively examine the politicization of the university and a concept of social ethnic and its relation to higher education. The final chapter examines the relative status of the individual s interests versus those of society as they pertain to the university. The text includes a section of notes and an index. (JB)

ED 336 089 IR 015 109

Black, B. R.
Instructional Microcomputer Report.
PUB DATE- May 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software Selection; Computer Uses in Education; Courseware; Elementary Secondary Education; *Microcomputers; *School Districts; School District Spending

IDENTIFIERS- *Computer Industry

Intended to aid teachers, administrators, and interested parents by informing them about the state of the educational microcomputer market, this report is meant to be a guide to school districts in the acquisition and maintenance of microcomputers and related instructional materials. Trends in educational computing technology are noted in relation to market share, cost effectiveness, and technophobia. Also mentioned are teacher workstation considerations, computer software selection, management uses of computers, and recommendations of computers for instructional uses. (33 references) (DB)

ED 336 110 IR 053 711

Bombeld, Madeleine; Crowe, Kathryn Moore
Information Desk Assistants Manual.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Libraries; Higher Education; Information Seeking; Interlibrary Loans; Library Collections; *Library Personnel; Online Catalogs; Optical Data Disks; Policy; *Reference Materials; *Reference Services
IDENTIFIERS- *Library Procedures; *University of North Carolina Greensboro

The purpose of this manual is to acquaint desk assistants (whose two major functions are to provide information and to instruct patrons how to use library materials) with the services, policies, and procedures of the Reference Department and Jackson Library at the University of North Carolina, Greensboro. Information is presented about: their responsibilities; reference techniques; performance evaluation; policies and procedures; the departmental goals and objectives; staff and librarian responsibilities; the department s organization chart; the general reference collection and the indexes/abstracts area; online catalog information; CD-ROM use policy; interlibrary loan; telephone procedures; use of the reference clipboard; the reference drawer; computer searches; bibliographies and guides; and library tours. Sample library forms accompany many of these descriptions. Also included are a series of library information sheets which summarize general library information and present information about borrowing library material; microforms; special collections/university archives; handicapped access and services; "Visualtek," the low vision aid; and the serials department and periodicals. (MAB)

ED 336 148 JC 910 422

Wright, Sharon
A Capitol Idea! Effective Community College Relations with State Government: A Review of the Literature.
PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Colleges; *Decision Making; Economic Change; Educational Finance; Financial Support; *Government School Relationship; Literature Reviews; *Lobbying; Models; Policy Formation; *State School District Relationship;

Statewide Planning; Two Year Colleges

Designed to guide community college administrators in developing an effective state government relations program, this paper reviews recent literature, documents, and journal articles that: (1) present calls for action and provide a rationale for developing a legislative relations program; (2) provide guidelines and checklists outlining the steps and/or stages necessary to develop an effective approach to legislative relations; and (3) offer blueprints or models of specific government relations programs for other community colleges to implement or adapt to their needs. Calls for action underscore the small number of players that shape community college policy on a state level, the involvement of agency heads and members of the governor s staff in policy formation, and the failure of community college representatives to see themselves as advocates. Among the first steps advocated for legislative relations programs are the development of a series of information profiles spelling out the school s training partnerships with employers, the course of federal dollars through the campus and to students, alumni placement, and lawmakers and their staff. Another strategy is using community college trustees as advocates. Two of the best sources of advice on developing a legislative relations program are a study identifying strategies for legislative advocacy at Dallas County Community College (DCCC) in Texas and a case study of the legislative relations program at Miami-Dade Community College (MDCC) in Florida. (JMC)

ED 336 208 PS 019 970

Tipton, Mark
An Analysis of Home-Schooled Children s Comprehensive Test of Basic Skills Results and Demographic Characteristics of Their Families.
PUB DATE- 18 Sep 90
NOTE- 125p.; Master s Thesis, Antioch University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; Basic Skills; Comparative Analysis; Elementary Secondary Education; *Family Characteristics; Grade 3; Grade 6; Grade 9; Grade 11; *Home Schooling; Mathematics Achievement; *Public Schools; Reading Achievement; *Test Results
IDENTIFIERS- *Comprehensive Tests of Basic Skills; West Virginia

The Comprehensive Test of Basic Skills (CTBS) results of 81 West Virginia home-schooled children in grades 3, 6, 9, and 11 were analyzed. Means of each sub-section of these CTBS scores were analyzed for significant differences from the West Virginia public school means for the respective grades and subsections. Families of the children tested participated in a survey and telephone follow-up, results of which were analyzed for possible correlation with CTBS performance. Results indicated that third-grade home-schooled children scored significantly higher than the public school means in vocabulary, reading comprehension, mathematics concepts, science, and total mathematics; significantly lower in spelling; and similarly in other areas. Sixth-grade home-schooled children scored significantly higher in composite, vocabulary, reading comprehension, and total language means, and similarly in other areas. Ninth-grade home-schooling means were significantly higher in reading, lower in mathematics, and similar in other areas. Eleventh-grade home-schooling means were significantly higher in reading and similar in the rest. Survey results showed that family income, education and size differed from the state average, while families occupations and locations were similar. Intended length of home schooling and children s CTBS performance correlated positively, while age at which children began formal studies and CTBS results correlated negatively. (SAK)

ED 336 288 SO 021 180

Membership Directory, 1990. A Guide to Local Arts Agencies.
PUB DATE- 90
NOTE- 122p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Arts Centers; *Community Programs; Cultural Centers; Organizations (Groups)
IDENTIFIERS- National Assembly of Local Arts Agencies

This directory features information on all the local arts agencies that are members of the National Assembly of Local Arts Agencies (NALAA). Agencies are listed in the following categories: NALAA, full members, affiliate members, individual members, professional members, state arts agencies, statewide assemblies, regional arts organizations, and national service organizations. (DB)

ED 336 337 SP 032 599

Ojanlatva, Ansa; Weeks, Charlie A.
Formaldahyde in Our Environment.

PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Buildings; Cancer; *Construction Materials; *Consumer Protection; Elementary Secondary Education; Environmental Education; Environmental Research; Environmental Standards; Federal Regulation; *Hazardous Materials; Health Education; Occupational Safety and Health; Public Health
IDENTIFIERS- Canada; Consumer Complaints; Consumer Product Safety Commission; *Formaldehyde; *Insulation; United States

During the energy crisis of the early 1970s, there was a drive to conserve energy in every segment of society. Citizens were encouraged to insulate their homes and tighten them up to avoid loss of energy. One of the products to emerge from this crisis was urea formaldehyde foam insulation. (Urea formaldehyde is a well-known agent for preserving school biology specimens.) This construction material became the focus of attention in the scientific community after many complaints from homeowners were lodged against contractors. In hot and humid conditions, the gas is readily released into the atmosphere and may produce a carcinogenic effect in a home, school, or work environment. This article addresses issues having to do with insulation of homes in Canada and the United States, and it suggests procedures within the school health program to combat any harmful effects. Various research projects are discussed along with policy positions of appropriate government agencies in the United States and Canada. (LL)

ED 336 397 TM 017 040

Chang, Hua-Hua; Stout, William
The Asymptotic Posterior Normality of the Latent Trait in an IRT Model.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- 24 May 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Bayesian Statistics; *Equations (Mathematics); *Item Response Theory; *Mathematical Models; Probability; *Psychological Testing; *Sampling
IDENTIFIERS- *Asymptotic Distributions; Convergence (Mathematics)

The empirical Bayes modeling approach--latent ability random sampling in the item response theory (IRT) context--to the IRT modeling of psychological tests is described. Under the usual empirical Bayes unidimensional IRT modeling approach, the posterior distribution of examinee ability given test response is approximately normal for a long test. Three theorems are developed to establish the asymptotic posterior normality of latent variable distributions. Implications of the results are discussed. An appendix contains proofs of the theorems, in terms of proof of convergence in probability, proof of strong convergence, and proof of convergence in manifest probability. A 16-item list of references is included. (SLD)

ED 336 417   TM 017 203

Bradburn, Norman M., Ed.; Gilford, Dorothy M., Ed.
A Framework and Principles for International Comparative Studies in Education.
SPONS. AGENCY- Department of Defense, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 90

NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Comparative Analysis; *Educational Research; Elementary Secondary Education; Guidelines; *International Studies; National Organizations; Research Design; Research Needs; *Research Proposals
IDENTIFIERS- *Board on International Comparative Studies Educ

A framework is presented for use by the Board on International Comparative Studies in Education (BICSE) in advising the National Center for Education Statistics and the National Science Foundation on United States participation in international comparative studies of education. The framework may also be helpful in identifying areas of research that are neglected. Also presented are principles recommended by the board for appraisal of proposals to conduct international education studies. The framework considers the value of United States participation in international studies and the kinds of studies that can be conducted. The measurement of educational achievement is reviewed, with attention to the many complications of international research. The long-term needs for United States participation and the timing and focus of proposed studies are considered. The recommended principles for appraisal of international studies apply to both explanatory and descriptive studies, whether of a qualitative or quantitative approach. Principles to be reviewed include considerations of relevance, design, analysis, and application. These principles have been adopted to guide the BICSE s appraisal of planned activities and for consideration by those interested in international comparative studies. Biographical summaries of 18 BICSE members are provided. (SLD)

ED 336 015 HE 024 835

Freeman, Irving

Academic Health Center Faculty at Work. AIR 1991 Annual Forum Paper.

PUB DATE- May 91
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Faculty College Relationship; Higher Education; Liberal Arts; *Medical Education; *Medical School Faculty; Medical Schools; *Teacher Attitudes; *Work Attitudes
IDENTIFIERS- *AIR Forum; *University of Mississippi Medical Center

This paper extends part of a study conducted by the National Center for Research to Improve Postsecondary Teaching and Learning on perceptions of college faculty members regarding their work. This study extends the analysis to include the attitudes of faculty at an academic health center (the University of Mississippi Medical Center). The study used a modified version of the "Faculty at Work" instrument containing questions in the areas of: (1) attributes of valued faculty members; (2) faculty influence on matters important to their work; and (3) perceptions of the campus environment. Responses by 250 faculty members (a 50% response) were compared to those in the original study. The study found no relationship between the rankings of academic health center faculty and liberal arts faculty; no relationship in the rankings of the values and attitudes characteristic of valued faculty members; far more emphasis given to publishing as important for the liberal arts faculty; similarity in valued personality characteristics; significant differences between the two groups on items involving the campus environment; and significant differences between groups in the perception of degree of faculty influence over various outcomes. Results suggest the existence of a separate culture of academic health center faculty. Includes 10 references. (DB)

ED 336 052 HE 024 897

Nicastro, Mary L.
Ethical Dilemmas in Academia.
PUB DATE- Oct 90
NOTE- 7p.; Paper presented at the Small Business Institute Directors Association, Regional Meeting, Chicago, IL, October 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict of Interest; *Ethics; Faculty College Relationship; Higher Education; *Moral Values; *School Business Relationship; Teacher Student Relationship
IDENTIFIERS- *Small Business Institute Directors Association

This paper presents an introduction to higher education models of ethical orientation and a series of exercises that were part of a workshop on ethics given by the Small Business Institute Directors Association (SBIDA). Three models of ethical orientation include a self-interest orientation, with the professor solely concerned with his self-interest; a trustee-like orientation with the professor as a representative of the university; or the student-focused orientation in which the professor is concerned with the students quality of education. There follow five hypothetical ethical dilemmas: A busy assistant professor tempted to not complete a SBIDA required initial meeting with a client; a doctoral student who is not given credit for his contribution to a professor s published article; a professor tempted to list a community project completed by students under his direction as his own community service; an instructor pressured to make a volunteer activity mandatory; and a research professor with limited resources tempted to use class time to complete research with the students as subjects. A suggested format for scenario use is included with each dilemma description, with space to write out individual and group decisions. There are eight references included. (JB)

ED 336 166 JC 910 444

Conklin, Karen A.
Leaving the Community College: Attrition, Completion, or Something Else? A Short-Term Follow-Up Study of Nonreturning JCCC Students.

PUB DATE- May 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Dropout Characteristics; Dropout Research; Dropouts; Enrollment Influences; Followup Studies; *Participant Satisfaction; Student Attitudes; *Student Attrition; Student Behavior; Two Year Colleges; Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- Johnson County Community College KS

In October 1990, Johnson County Community College (JCCC) conducted a study of students enrolled during the previous 12 months who did not re-enroll in the fall of 1990. Surveys were mailed to 1,746 former students, requesting information on reasons for discontinuing study at JCCC, educational experiences and objectives, level of satisfaction with JCCC, and personal characteristics. Study findings, based on a 28.5% response rate, included the following: (1) the majority of the respondents were currently married, working full time, female, and over 32 years of age, and reported an annual family income below 40,000; (2) the majority of the respondents had originally enrolled at JCCC for job-related reasons, to study topics of personal interest, or for self-improvement; (3) 72.2% of the respondents reported that they had achieved their educational objectives at the college, and 80% of those respondents credited JCCC with helping them achieve that objective; (4) reasons cited for leaving JCCC included work schedule conflicts (34.6%), desired coursework completed (18.7%), lifestyle changes or personal problems (25%), and financial difficulties (18%); (5) over 90% of the respondents said they would recommend the college to their friends, and over 75% indicated that JCCC had improved their quality of life; (6) in comparison with four-year institutions attended, respondents were more satisfied with the individual attention provided by faculty at JCCC, and less satisfied with availability of financial aid; and (7) 25% of respondents held a bachelor s degree or higher, and 39% reported earning mostly A s at JCCC. Data tables, narrative survey responses, and the survey instrument are included. (PAA)

included with some papers. (BC)

ED 336 188 PS 019 756

Snow, Charles W.; And Others
Accidental Injuries among Children in Day Care Centers and Family Day Care Homes.
PUB DATE- 16 Mar 91
NOTE- 16p.; Paper presented at the Annual Conference of the Southern Association on Children under Six (Atlanta, GA, March 16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; *Child Health; *Day Care Centers; Early Childhood Education; Injuries; *School Accidents; *School Safety
IDENTIFIERS- Family Day Care Systems; North Carolina

For this study, information was obtained about accidential injuries among children in day care centers (DCC) and family day care homes (DCH) in North Carolina. An Accident Survey Questionnaire was used to report injuries that required treatment by a staff member, doctor, or nurse. Results of data analyses showed that: (1) falls were the leading cause of injuries in DCCs, and falls and human bites were the leading causes of injuries in DCHs; (2) the equipment most frequently associated with DCC injuries was playground climbing structures; (3) injuries for DCCs and DCHs were almost evenly divided among outdoor and indoor locations; (4) abrasions and cuts were the most commonly reported injuries overall; (5) the head and upper extremities were the most frequently injured parts; and (6) the two most hazardous days of the week were Thursday and Wednesday for both DCC and DCH. Results showed injury rates to be almost twice as high in DCHs as in DCCs; however, DCHs had a better record regarding severity of injuries. Data from previous investigations indicates that children may be safer in day care than they are at home or in other settings. (SH)

ED 336 265 SE 052 156

Bitner, Betty L.
Research Interests: Comparison of Preservice and Inservice Elementary Teachers.
PUB DATE- 8 Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; Elementary Education; *Elementary School Science; *Elementary School Teachers; Higher Education; *Preservice Teacher Education; Questionnaires; *Research; Science Education; Science Teachers; Sex Differences; Surveys; *Teacher Attitudes

The primary purpose of this descriptive survey study was to compare the research priorities of preservice and inservice elementary teachers. Secondary purposes included (1) determining the research priorities of preservice elementary teachers; (2) investigating the differences in research priorities according to gender; (3) investigating the differences in research priorities of preservice elementary teachers according to grade level choice; and (4) investigating the differences in priorities of preservice elementary teachers according to the number of college science courses completed. The sample consisted of four sections of preservice elementary teachers enrolled in the course "Teaching Elementary Science Methods at a midwestern university with an enrollment of approximately 20,000. Of the sample, 80 teachers were female and 7 were male. The National Science Teachers Association Survey of Elementary Teachers on Research Interests was administered to the sample the first day of the semester. The questionnaire consisted of 28 Likert-type items focusing on science-related research topics and demographic questions. The data are reported in frequencies and percents. The data on the inservice teachers came from a previous study conducted by Gabel (1987). The significance of the study, purposes, population and sample, instrument, procedures, results, and conclusions are included. (Author/KR)

ED 336 131 JC 910 392

Brunet, Andree; Quesnel, Robert
Le Tutorat Centre Sur La Personne (The Person-Centered Tutor):
Phase 1.
PUB DATE- Sep 87
NOTE- 209p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; *Educational
Strategies; Foreign Countries; Questionnaires; *Teacher Role;
*Teaching Methods; *Tutoring; *Tutors; Two Year Colleges

This report offers a rationale for student-centered tutoring, explains the basic tools a tutor must possess to implement the approach, and identifies the personal qualifications and skills needed by a tutor. Chapter 1 defines tutoring, making a distinction between student-based and content-based tutoring, and discusses the principles and components of student-based tutoring. This chapter also presents survey results provided by educational counselors and program directors on tutorial programs in the public and private colleges in Quebec. In chapter 2, survey results from professors involved with tutoring programs, regarding issues such as the need for tutoring; objective and attitudinal conditions for setting up a student-centered tutorial program; and the student clientele are presented. Chapter 3 focuses on the role of the professor beyond the transmission of knowledge, examines the concept of mentoring, and identifies five levels of attitudes and behaviors needed in tutors. Chapter 4 examines methods of implementing student-centered tutorial programs at the college level and within Quebec as a whole. A conclusion highlights the challenges professors face with this educational method. Appendixes provide the survey instrument, sample responses, and discussions on the role of the tutor. (Author/JMC)

ED 336 289 SO 021 184

McGregor, Joy; Nydell, Margaret
Update: Saudi Arabia.
PUB DATE- 90
NOTE- 177p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; Cultural Opportunities; *Foreign Countries; *Foreign Culture; Intercultural Communication; International Relations; Overseas Employment; Tourism; Travel
IDENTIFIERS- *Saudi Arabia

A guide for persons planning on living in or relocating to Saudi Arabia for extended periods of time, this book features information on such topics as entry requirements, transportation, money matters, housing, schools, and insurance. The guide s contents include the following sections: (1) an overview; (2) before leaving; (3) on arrival; (4) doing business; (5) customs and courtesies; (6) household pointers; (7) schools; (8) health and medical care; (9) leisure; (10) cities in profile; (11) sources of information; and (12) recommended readings. Three appendices are also included: (1) chambers of commerce and industry in Saudi Arabia; (2) average celsius temperatures of selected near eastern cities; and (3) prior to departure: recommended supplies. (DB)

ED 336 315 SO 021 400

Gardner, Howard

Art Education and Human Development. Occasional Paper 3.

PUB DATE- 90
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Art Education; *Child Development; *Cognitive Development; Curriculum Development; Educational Policy; *Educational Psychology; Educational Research; *Educational Theories; Elementary Secondary Education; Piagetian Theory; Role of Education; Social Science Research

Suggested paths that policy and practices should take in the realm of art education are made based on a review of the research done in several areas including specific knowledge about human development and human development from an artistic perspective. It is possible and desirable to devise curricula that are consistent with the values espoused in a culture and are developmentally appropriate and that also address the significant differences found among individuals. An examination of experiments in art education reveals the necessity of three factors particularly important to effective learning: viable curricular materials, excellent teacher training, and suitable modes of assessment. A lengthy list of references concludes the volume. (DB)

ED 335 952 FL 019 458

Stevens, Vance
Strategies in Solving Computer-Based Cloze: Is It Reading?
PUB DATE- Mar 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (25th, New York, NY, March 24-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cloze Procedure; *Computer Assisted Instruction; *Courseware; Foreign Countries; Higher Education; *Learning Strategies; Program Descriptions; Reading Instruction; Second Language Instruction; *Second Language Learning
IDENTIFIERS- Sultan Qaboos University (Oman)

This paper reports on a project aimed at finding out what students do when working cloze passages on computer. To generate data, a computer-based cloze program, "Super Cloze," was configured so that all student keypresses would be recorded. This was worked by several classes of students at Sultan Qaboos University (Oman) during their scheduled computer lab sessions. The data reveal fresh insights into what students do when working with computer-based cloze. Following on these insights, suggestions are made for developers of computer-assisted language learning cloze programs, particularly in optimal design of help and hint features. (JL)

ED 335 975 FL 800 378

Vocational Training for LEP Adults in Texas.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agency Role; Employment Patterns; Hispanic Americans; *Limited English Speaking; Postsecondary Education; Program Descriptions; *Public Policy; State Agencies; *Statewide Planning; Statistical Data; *Vocational Education
IDENTIFIERS- *Texas

This report provides an overview of vocational training programs and activities for Limited English Proficient (LEP) adults in Texas, with particular emphasis on the Houston and Lubbock. State policy regarding LEP adults is discussed, as are the roles of state agencies in providing services to these individuals. Statistical information concerning the LEP population is also presented. This includes selected population data on the number and national origin of LEP individuals in Houston, Lubbock, and Illinois as a whole. Also included are selected social and economic characteristics of Hispanic Texans, as well as employment data for this population. Specific programs are also reviewed. (Adjunct ERIC Clearinghouse on Literacy Education) (JL)

ED 336 034 HE 024 854

Lyons, Linda

The Integration of Qualitative and Quantitative Research in a Longitudinal Retention Study. AIR 1991 Annual Forum Paper.

PUB DATE- May 91

NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Academic Persistence; Adjustment (to Environment); College Students; Community Colleges; *Evaluation Methods; Higher Education; Institutional Research; Interviews; Longitudinal Studies; *School Holding Power; Statistical Analysis; *Student Attrition; Student Educational Objectives; Surveys

IDENTIFIERS- *AIR Forum; *Tinto Model

Tinto s retention model provided the theoretical framework for the design of a comprehensive student-retention study at an urban, public 4-year college. The study employed quantitative and qualitative methods to obtain a broad understanding of the many salient factors that contribute to student persistence over a 4-year period. Institutional data files were examined to obtain longitudinal retention data and student background information. Focus-group interviews and surveys with fourth-year persisters (N=114), supported by broadly-based survey data, were utilized to assess the students academic and social integration with the college. Study results indicated that background characteristics were less critical to long-term retention than the students level of integration within the institution. In this regard, academic and social factors were considered important to the development of strong educational goals and institutional commitments. The study also showed the importance of assessing student attitudes toward academic and social issues and of integrating a variety of qualitative and quantitative data in order to more fully understand the salient aspects of student retention. Contains 12 references. (GLR)

ED 336 071 IR 015 078

Carlson, Elizabeth Uzdavinis
Teaching with Technology: "It s Just A Tool."
PUB DATE- 91
NOTE- 13p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Elementary School Teachers; Elementary Secondary Education; *Experimental Teaching; Inservice Teacher Education; Instructional Design; Instructional Innovation; Interaction Process Analysis; Microcomputers; Postsecondary Education; Qualitative Research; *Secondary School Teachers; *Teacher Developed Materials; *Teaching Methods

The study described in this report examined the ways in which teachers prepare to teach using microcomputers. The participants in the study were four teachers who used computers in instruction, and who had been identified as outstanding by an educational foundation. They represented elementary special education, high school gifted education, junior high technology education, and high school English. These teachers were observed in their classrooms and interviewed, and their planning books, notes, and handouts were reviewed, in order to analyze the processes they engaged in when designing instruction for class lessons, units, and courses. The results of the analysis revealed that these processes, whether or not they involved computers and computer-assisted instruction, were previously established, highly individualized, largely unspoken, and, for the most part, shared among all teachers. It is concluded that: (1) the teachers innovative use of computers in instruction resulted from the previously established processes and not from any value or worth intrinsic to the computer; and (2) future inservice teacher education should help teachers develop their own teaching methods and processes of design and allow them to incorporate the use of technology in the realization of their educational goals. (35 references) (DB)

ED 336 090 IR 015 111

Hollowell, Kathleen A.; Duch, Barbara J.
Functions and Statistics with Computers at the College Level.
PUB DATE- Apr 91
NOTE- 30p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Students; Comparative Analysis; *Computer Assisted Instruction; Conventional Instruction; *Course Evaluation; Higher Education; Instructional Design; *Mathematics Instruction; Questionnaires; Statistics; Student Attitudes

An experimental college level course, Functions and Statistics with Computers, was designed using the textbook "Functions, Statistics, and Trigonometry with Computers" developed by the University of Chicago School Mathematics Project. Students in the experimental course were compared with students in the traditional course based on attitude toward and achievement in mathematics. Experimental course students showed a significant gain in confidence about learning and performing well in mathematics. Final grade distributions for the experimental and traditional courses were similar, although experimental course students entered the course with somewhat weaker mathematical backgrounds. On a course evaluation questionnaire, students in the experimental course reported that computer laboratory activities helped them understand course material. Based on an analysis of the attitude, achievement, and course evaluation data, the traditional course was modified to deemphasize algebraic manipulation, emphasize modeling and applications, and include computer laboratory activities. The questionnaire is appended. (Author/DB)

ED 336 227 RC 018 293

Baker, Victoria J.

Integration of School and Community for Reciprocal Development.

PUB DATE- Mar 90
NOTE- 22p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Anaheim, CA, March 22-25, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; Comparative Education; Developing Nations; *Educational Development; Elementary Secondary Education; Foreign Countries; Interviews; *Rural Development; Rural Education; *School Community Relationship; School Support
IDENTIFIERS- *Senegal; *Sri Lanka; Tanzania

This paper examines the notion of reciprocal school-community development in Third World countries. Information on village schools in Sri Lanka and Senegal were gathered from interviews and observation. Tanzania is an example of a country that took radical steps to integrate schools within their respective communities in order to foster rural development. Studies in Sri Lanka and Senegal, as well as research in a variety of countries drawn from the literature, tend to show that successes in terms of reciprocal school-community development are limited. There is very little empirical evidence to link formal schooling in disadvantaged areas with community development in the sense of increased agrarian output, improved health, nutrition and housing, more equitable access to land and water, creation of new employment, or other such indicators. Village factionalism and traditional attitudes serve as inhibiting forces; but more commonly, perceived shortcomings have been a matter of unrealistically high expectations of schools in deprived areas. The village school can serve to enhance the development of individuals, providing them with literacy, numeracy and varied kinds of general knowledge. The community has shown in many case studies that it is willing and able, if properly encouraged and motivated, to support the school in diverse ways, more often through labor contributions. (21 references) (KS)

ED 336 246 RC 018 329

Schultz, Carol M.
A Leadership Enhancement Program for the Rural Active Retired.
PUB DATE- Jun 91
NOTE- 28p.; Paper presented at the National Conference on Rural Adult Education Initiatives (Kansas City, MO, June 20-22, 1991)
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Community Development; *Leadership Training; *Older Adults; *Retirement; *Rural Areas; Rural Education

This paper describes a program, Leadership Enhancement for the Active Retired (LEAR), designed to tap talented and active retired people in rural areas for leadership roles. In cooperation with a community college, two classes of older adults were recruited and trained. Participants were classified as to their leadership activity both prior to retirement, and after participating in the LEAR program. After interviewing all the participants and studying related literature, a model of leadership activity in older adulthood was formulated. Leadership in older adulthood stems from three main overlapping paths: (1) "focus in retirement" helps retirees focus their energy, time, skills, abilities and interests; (2) "past history of community leadership" will most likely lead a person to community leadership roles after retirement; and (3) "preparation for leadership" includes motivation, confidence building, relevancy of the program, awareness of community needs, specific leadership skills, and recruitment of participants prior to retirement. The follow-up of the LEAR participants demonstrated that senior adults can, through a well designed educational program, be encouraged to assume community leadership roles after their retirement. Over half of the participants in LEAR are currently in community leadership roles. The appendix contains the table of contents for the training manual for this program and a list of related publications. (KS)

ED 336 358 SP 033 268

Weiner, Lois
Re-Examining the History of the 1960s.
PUB DATE- Apr 91
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Civil Rights; Collective Bargaining; Decentralization; *Educational History; Elementary Secondary Education; Historiography; *Politics of Education; Public School Teachers; *Teacher Militancy; Teacher Strikes; *Union Members; *Unions
IDENTIFIERS- 1960s; New York (New York); *Union Recognition; *United Federation of Teachers

This paper revisits the educational reform movement of the 1960s, focusing on the role of teacher unionism and its impact on the politics of education during that decade. Historians of education have failed to combine information about the social composition and political culture of the teaching force, as well as the political culture of the labor movement in which teacher unions developed. This document suggests some ways in which teachers and their organizations can be included in the historiography of educational reform in the 1960 s. Events in New York City from 1960 to 1968 are used to argue the point, beginning with the 1960 and 1962 strikes of New York City teachers for collective bargaining and culminating in 1968 shortly before the newly created bargaining agent, the United Federation of Teachers (UFT), conducted a series of strikes. Focusing on the UFT s formation and development illuminates how the civil rights movement, the Vietnam war, the political culture of New York City s labor movement, the consciousness of female elementary school teachers, and the school decentralization issue all contributed to the series of strikes. The place of teachers and their organizations in education and educational reform are critically important topics of investigation, both for concerns about contemporary educational reform and for a thorough understanding of the history of education. (LL)

ED 336 378 SP 033 303

Ojanlatva, Ansa; And Others
Training Volunteers for an AIDS Buddy Program.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Foreign Countries; Guidelines; *Helping Relationship; Postsecondary Education; School Community Relationship; *Social Support Groups; Teaching Hospitals; *Training Methods; *Training Objectives; *Volunteer Training
IDENTIFIERS- *Louisiana (Baton Rouge)

In 1986, the Baton Rouge Acquired Immune Deficiency Syndrome (AIDS) Task Force began to implement an individual volunteer support program to provide support services through a companion, a buddy, whose functions would be either emotional support or assistance in daily activities, or both. In order to have trained volunteers, an education program was established in conjunction with Our Lady of the Lake Regional Medical Center (Baton Rouge, Louisiana), with an emphasis on communication, nonjudgmental listening skills, and assessment of client needs. This paper discusses the planning, implementation, and evaluation of the initial buddy training program. The training model, objectives, responsibilities of a buddy, policy on selected personal behaviors of a buddy, and general guidelines for volunteers are detailed, and recommendations are made for future training programs. (Author/AMH)

ED 336 398 TM 017 041

Vickers, Daisy
Report of Student Performance 1990-1991. Writing, Grades 6 and 8.
PUB DATE- 91
NOTE- 180p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary School Students; English; *Essay Tests; *Grade 6; *Grade 8; Graphs; Intermediate Grades; Junior High Schools; School Districts; Scores; *State Programs; Student Evaluation; Tables (Data); Testing Programs; *Test Results; Writing (Composition); Writing Achievement; *Writing Evaluation; Writing Tests
IDENTIFIERS- *North Carolina Annual Testing Program

In 1982, writing was added to the North Carolina Annual Testing Program. Results from the 1990-91 writing evaluations in grades 6 and 8 are reported. Tests were read by two readers, with an agreement rate of over 71%. In 1990-91, sixth-grade students were asked to describe a kitchen so that readers could picture it. Quality was determined on the characteristics of: (1) main idea; (2) supporting detail; (3) organization; and (4) coherence. A focused holistic score scale of 1 to 4 was used, with a second independent plus or minus score for the use of standard English conventions. Of the 80,843 sixth graders, 43.1% wrote well enough to score at or above the midpoint of the four-point scale. About 5.2% received a score of 3.5 or 4.0, and 23.3% received a score of 1.0 or 1.5. Eighth graders were required to take a position on violence on television. There were 79,568 compositions, and about 54.8% scored at or above the midpoint. About 8.1% received a score of 4.0 or 3.5, and about 8.7% received a score of 1.0 or 1.5. Writing scores declined in both grades. Results are presented in 10 tables for individual school districts and 22 bar graphs for the state as a whole. An appendix provides extensive tabulated statistics from the 1990-91 writing assessment. (SLD)

ED 335 995 HE 024 814

Millard, Richard M.
Today s Myths and Tomorrow s Realities. Overcoming Obstacles to Academic Leadership in the 21st Century.
PUB DATE- 91
NOTE- 312p.; Part of the Jossey-Bass Higher Education and Adult Education Series, Alan B. Knox, Consulting Editor.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Curriculum; *Colleges; *Educational Change; Educational Philosophy; Educational Quality; Educational Technology; *Educational Trends; Equal Education; *Futures (of Society); General Education; *Higher Education; *Institutional Role; Leadership; School Business Relationship

This book examines seven families of myths about postsecondary educational concerns in order to advance the thesis that the evolution of higher education should be accelerated to meet the conditions of a changing world. Chapter One reviews some of the changing conditions and criticisms that are part of the current higher education environment. Chapter Two presents a discussion of the first family of myths, those designated as "academic sacred cows." Chapter Three focuses on the second family of myths, those that involve matters of turf and institutional ethnocentrism. The third family of myths, discussed in Chapter Four, relate to the curriculum. Chapter Five is concerned with myths about what is meant by quality, the range of its applicability, and its measurement. Chapter Six examines myths having to do with conceptions of equity. Chapter Seven reviews concerns about the negative impacts of the rapid development of educational technologies. The final family of myths, presented in Chapter Eight, involves the interface between business and industry and higher education and concerns about independence and integrity. The final chapter identifies five central themes or perspectives that emerge out of the analysis as relevant for the twenty-first century. The book includes over 300 references and an index. (JB)

ED 336 111 IR 053 712

A Position Paper on the Primary Competencies of School Library Media Specialists in Illinois.

PUB DATE- Jun 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competence; Elementary Secondary Education; Instructional Design; *Learning Resources Centers; *Librarian Attitudes; Library Instruction; Library Materials; Library Role; *Media Specialists; *Mission Statements; *Objectives; School Libraries; Technological Advancement
IDENTIFIERS- *Illinois

In order to fulfill the mission of the school library media program and to ensure that the program is an integral part of the instructional program of the total school, the school library media specialist functions in three specific roles: (1) information specialist; (2) teacher; and (3) collaborative instructional partner. These roles are mutually supportive and interrelated, encompassing five major competency areas which are described and defined in this position paper. These five competency areas are inclusive of: (1) Instructional Leadership; (2) Administration and Professionalism; (3) Access; (4) Information and Instructional Services; and (5) Materials and Technology. This paper provides a statement of the mission of the school library media center and an outline of the competencies involved in each of the five areas. (MAB)

ED 336 149   JC 910 424

Roane State Community College Workplace Literacy Program Report.
AACJC Rural College Partnership.

SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 30 Jun 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Agency Cooperation; Basic Skills; Community Colleges; *Computer Assisted Instruction; Cooperative Programs; *High School Equivalency Programs; Labor Force Development; *Literacy Education; Rural Education; *School Business Relationship; Two Year Colleges; Volunteer Training
IDENTIFIERS- *Workplace Literacy

The Roane State Community College (Tennessee) Workplace Litracy Program (RSWLP), administered by the Roane County Adult Learning Center, coordinates instructional programs for increasing the competency of area businesses with employees lacking in basic skills. A group of 13 community volunteers completed 6 two-hour training sessions to act as tutors for a computer-assisted literacy instructional (CALI) software package to be used in the program. To identify specific workplace literacy needs, surveys were sent to 70 major employers and industries in the county. A total of 14 surveys were returned for a 20% response rate. Of the surveys returned, two employers indicated an interest in establishing a workplace literacy program and four requested additional information about literacy. Classes were established at two worksites which had requested literacy instruction. Recruitment materials were also placed in local businesses advertising additional classes to be held in five locations in the county. A total of 38 students received adult basic education (ABE) instruction at their worksites and five students passed the General Educational Development (GED) Test, while the community classes enrolled 160 employed students. Employer incentives for participation in the program included released time and a cash bonus for GED completion. To assure continuation of the program, a literacy lab utilizing the CALI program and community volunteers has been established at the Adult Learning Center. In addition, area high school computer labs will make CALI available to each local community in Roane County. The survey, cover letter, summary responses, project receipts, and correspondence are included. (PAA)

ED 336 209 PS 019 973

Kimery, Sharon
Getting Started in the Child Care Business.
PUB DATE- 89
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Day Care Centers; *Facility Requirements; Learning Centers (Classroom); *Money Management; Parent Participation; *Personnel Selection; Playgrounds; *Program Development; *Small Businesses
IDENTIFIERS- *Day Care Licensing; Floor Plans

This pamphlet discusses questions to consider when planning a child care facility. Topics discussed include licensing, financial management, written policies on facility operation, recordkeeping, insurance, the physical nature of the facility, program planning, scheduling of daily activities, personnel selection, staff development, parent involvement, and advertising. Items to consider when planning an indoor learning environment are listed, and the various learning centers into which the indoor activity area is divided are described. Necessary preschool program equipment is itemized, a sample floor plan of an indoor facility is included and four types of play that should be provided for in an outdoor learning environment are discussed. An itemization of necessary outdoor play equipment, a sample price list for the equipment, a sample ground plan of an outdoor play area, and a playground maintenance checklist are provided. Eight contacts for resources, and 18 resources, are listed. A sample weekly lesson plan is appended. (BC)

ED 336 316 SO 021 456

Lord, Philip, Jr.
Documenting Prehistoric Habitation in Your Community: A Guide for Local Historians. New York State Museum Circular No. 55.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancient History; *Archaeology; Community Study; Evolution; *Local History; Material Culture; Paleontology
IDENTIFIERS- *New York

Community historians often limit their efforts to periods of written records; this, despite the fact that many communities have witnessed some form of prehistoric human occupation. Prehistory is the study of human events before the advent of written accounts. The community historian interested in prehistory, which has as its main focus material remains, must become involved in archaeology. While most archaeological efforts are beyond the resources and experience of most local historians, there are several ways in which one can conduct archaeological research without undertaking activities that may be impractical or inappropriate. This guide makes suggestions for archaeological research in the context of New York State; yet, most of the suggestions are applicable to other locales as well. (DB)

ED 336 338 SP 032 919

Green, Phyllis; And Others
No Surprises: The Guidelines Approach to Evaluation of Pre-Service Student Teachers.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Check Lists; Elementary Education; *Evaluation Criteria; Feedback; *Guidelines; Higher Education; Preservice Teacher Education; *Student Teacher Evaluation; Student Teachers; *Student Teacher Supervisors
IDENTIFIERS- *Instrument for Observation of Teaching Activities

This paper describes guidelines developed by Illinois State University (ISU) elementary supervisors for the mid-term and final evaluations of preservice student teachers. Evaluation instruments were developed from campus-based and field-based outcomes of clinical experiences and are used as a formative and summative basis for a precisely defined assessment of the student teacher. The guidelines are provided to the student teachers prior to the evaluation period. Because the guidelines are specific, measurable, and comprehensive, the students can use them to check their own progress and as suggestions for improvement. The attachments include: the ISU student teaching evaluation guidelines on professional performance and personal characteristics; the midterm evaluation of teacher candidates checklist; and the final evaluation form. (LL)

ED 336 016   HE 024 836

Sapp, Mary M.; Temares, M. Lewis
Being Competitive in Time: Key Success Indices. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *College Administration; Competition; *Evaluation Methods; Higher Education; Institutional Advancement; *Institutional Research; *Management Information Systems; *Organizational Effectiveness; Program Administration; Recordkeeping; Success; Universities
IDENTIFIERS- *AIR Forum

This paper describes a project in which an office of institutional research in a private research university developed a "Key Success Indices" (KSI) report that is presented each month to the president and other senior officers of the university. The KSI report collects summary data from a wide range of offices within the institution to determine the effectiveness and efficiency of management strategies. The report focuses on year-to-date data and comparisons with the previous year for 126 key indices collected from 18 offices. It is prepared using spreadsheet software and requires about 4 hours a month to enter and check the data and print the report. The monthly oral presentation usually requires about an hour. The KSI report alerts senior management to areas varying significantly from the previous year and has increased accountability of campus offices and the visibility of the Office of Planning and Institutional Research. This paper discusses the evolution of the project, the KSI report itself, the information gathering process used each month, perceived obstacles and how they were overcome, and some of the benefits of the process. Tables detail the KSI areas and the report format. Includes 12 references. (DB)

ED 336 167 PS 019 251

Meeting the Needs of Young Children with Special Developmental Needs: A Resource Booklet for Charter Development in Early Childhood Settings.

PUB DATE- Apr 90
NOTE- 23p.; Title also provided in Maori language.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Developmental Disabilities; Disabilities; *Early Childhood Education; Educational Equipment; Environmental Standards; Financial Support; Foreign Countries; Guidelines; *Learning Problems; Program Development; *Program Implementation; Resource Materials; Safety; Special Education
IDENTIFIERS- *New Zealand

This resource package provides guidelines for use in New Zeala to: (1) help early childhood personnel develop their response to children s special education needs; (2) create confidence among early childhood staff that they are able to cope with children who require special attention; (3) help staff plan for additional resources that may be required; (4) promote the practice of mainstreaming; (5) promote positive discrimination for children with special developmental needs; (6) help early childhood staff gain access to resource people and materials, developmental equipment, aids, funding sources, and specialist consultants; and (7) encourage early childhood personnel to involve and value the support networks for children with special developmental needs and their families. A brief introduction is followed by sections concerning the condition of special developmental need, early childhood charters in New Zealand, environmental design and safety, equipment, funding sources, advice and support, special education service, characteristics of early childhood development units, support agencies, and common myths and practical responses. (RH)

ED 336 189 PS 019 758

A Marketing Kit for Family Day Care Providers.

SPONS. AGENCY- Target Stores/Dayton Hudson Corp.
PUB DATE- 91
NOTE- 58p.; A publication of the National Family Day Care Project. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; Early Childhood Education; *Family Day Care; *Marketing; *News Media; *School Community Relationship
IDENTIFIERS- *Consumer Information

This kit is intended to help family day care providers educate the general public about who providers are, what they do, and the importance of what they do. Among the materials in the kit are a marketing tip sheet that lists steps day care providers can take to market their program; steps they can take to improve the image of family day care in their community; and a number of resources. Also included is a guide called "Making News: A Family Day Care Provider s Guide to Working with the Media," which shows providers how to get news media interested in family day care, act in an interview, create a press release, give a news conference, write editorials, create public service announcements, and release photos. Other materials include the following informational articles or excerpts: (1) "Speaking Out: Early Childhood Advocacy"; (2) "Facts about Family Day Care"; (3) "Sharing the Good News about Family Day Care"; and (4) "Designing Family Day Care Environments" (which contains a list of necessary equipment for a family day care home); (5) "A Day in Family Day Care" (article describing a particular day care environment); and (6) a small booklet of captioned photographs called "Picturing Family Day Care." Two fact sheets explore myths and realities about family day care regulation and child care in general. (SAK)

ED 336 266 SE 052 157

Bitner, Betty L.

College Science Courses, ACT Science, C-Base Science, and GALT: Predictors of Science Process Skills and Physical Science Misconceptions.

PUB DATE- 8 Apr 91

NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Abstract Reasoning; Cognitive Ability; *College Science; Developmental Stages; Elementary Education; *Elementary School Science; Evaluation; Higher Education; Intellectual Development; Logical Thinking; *Misconceptions; Physical Sciences; Prediction; Predictor Variables; *Preservice Teacher Education; Process Education; Science Education; Scores; Standardized Tests

IDENTIFIERS- American College Testing Program; College Basic Academic Subjects Examination; Group Assessment of Logical Thinking

In this predictive study, the variables of College Basic Academic Subjects Examination (C-BASE) Science score, American College Test (ACT) Science score, Group Assessment of Logical Thinking (GALT) score, and total number of college science courses completed were investigated as predictors of science process skills and physical science misconceptions. Also investigated were the level of formal operational reasoning, science process skills, and physical science misconceptions of preservice elementary teachers. The sample consisted of 4 males and 25 females enrolled in an elementary science methods course. Prior to admittance into the Teacher Education Program, the preservice elementary teachers had taken the ACT and the C-BASE. During the first 2 weeks of the classes, the GALT, the Integrated Process Skills Test II (TIPS II), and the Physical Science Test (PST) were administered to the sample. The results of these tests and the number of college science courses completed were then analyzed. The purposes of the study, significance of the study, method, instrumentation, statistical analysis of data procedures, results, conclusions, and 46 references are included. (Author/KR)

ED 336 290   SO 021 212

Brosio, Richard A.
The Continuing Conflicting Imperatives in Schools and Society: The Right Is Wrong.
PUB DATE- 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Studies Association (November 2, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Capitalism; Current Events; *Democracy; Democratic Values; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Futures (of Society); International Education; Political Issues; Political Science; Public Schools; United States History; World Affairs
IDENTIFIERS- *Cold War

In spite of the claims of the conservatives, the principles underlying capitalism and democracy are not in concert with one another; they are, in fact, very much in conflict. The recent political changes in Eastern Europe need to be seen in greater complexity than simply the victory of the U.S. democratic-capitalist system over the communist system. The public school role in the United States can be understood most clearly if it is seen as occupying a contested site where the imperatives of democracy and capitalism, historically powerful and contradictory, clash. With a focus on recent decades, the history of U.S. public schooling is summarized. A 29-item list of references is included. (DB)

ED 336 418 TM 017 211

Birgensmith, Amy; Chelemer, Carol
Analysis of State Chapter 2 Applications.

PUB DATE- Feb 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Block Grants; Educational Finance; *Educational Improvement; Elementary Secondary Education; Federal Aid; *Federal Programs; *Financial Support; National Surveys; School Districts; *School Funds; *State Programs; Statistical Data
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; *Program Applications

The Chapter 2 program, originally authorized as Chapter 2 of the Education Consolidation and Improvement Act of 1981 and reauthorized as part of the Elementary and Secondary Education Act (1988), represents a substantial investment of Federal education funds to support general educational improvement. Funds are made available to states and local education agencies (LEAs) on the basis of applications that describe how the funds will be used. This report provides a summary of the state Chapter 2 applications regarding LEA distribution formulas and weighting criteria, state advisory committee composition, and planned uses of funds reserved for state educational agency (SEA) purposes. The report is based on a review of applications from the 50 states and the District of Columbia and Puerto Rico in November 1990. Quantitative and descriptive data were abstracted from the applications and compiled for the 1989-90 school year. This paper includes five sections/chapters covering the following topics: (1) program background; (2) LEA distribution formulas; (3) state advisory committees; (4) SEA uses of funds; and (5) Chapter 2 as a force for educational improvement. Thirteen tables present data derived from the state Chapter 2 applications. (SLD)

ED 335 953 FL 019 459

Rider, Caroline V.
Internationalizing the Business Curriculum at a Smaller School: The Importance of Colleagues in Language, History, Political Science, and Area Studies.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for Business and the Professions (9th, Ypsilanti, MI April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Cultural Education; Higher Education; *Interdisciplinary Approach; *International Trade; Language Proficiency; *Second Language Learning

This report suggests that language study combined with the broad-based study of the history, politics, and culture of other countries, as well as existing international business courses, are essential for first-class preparation of a business person who will operate internationally. The report discusses how to sharpen the focus of internalization so that it can be done effectively at a smaller school whose resources for the project may be limited. The recommended approach is a major or concentration in international business, rather than required international business courses for all business majors. An interdisciplinary approach is built in from the beginning, together with required foreign language proficiency. (Author/JL)

ED 335 976 HE 024 359

Chapman, Robert J.
The La Salle University FIPSE Grant: A Review and Evaluation of the Alcohol and Other Drug Program, 1 September 88 through 30 September 90.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; *College Students; *Drug Abuse; Higher Education; Intervention; Prevention; Program Descriptions; *Program Effectiveness; Program Evaluation; Student Attitudes; Student Behavior; Teacher Attitudes
IDENTIFIERS- La Salle University PA

This report presents descriptive and evaluative information on the Alcohol and Other Drug Program (A & D Program) developed at Pennsylvania s La Salle University and supported by the Fund for the Improvement of Postsecondary Education. The program includes an alcohol awareness project, a peer education program, a resident educator with A & D expertise, and A & D content in the freshman year experience program and the academic discovery program for culturally different students. Evaluation of program achievements as well as changes during the second year finds most objectives were accomplished. Among findings of surveys of faculty/staff (N=20 respondents) and students (N=459 respondents) were the following: most faculty/staff rated the program very positively for visibility, sensitivity to important campus issues, availability, delivery, ability to stimulate thought and awareness, and impact on the La Salle community. The student surveys found: (1) an indication of a reduced number of alcohol related problems; (2) alcohol as the drug of choice; (3) frequent recognition by respondents of alcohol abuse in the family; and (4) a lack of interest in drugs other than alcohol and nicotine. Recommendations include establishment of an Alcohol and Other Drug Advisory Board and development of academic courses which address this area. Appended is a sample of the survey forms used for both faculty/staff and students. (GLR)

ED 336 035 HE 024 855

Kelly, Diana K.

Part-time Faculty in the Community College: A Study of Their Qualifications, Frustrations, and Involvement. AIR 1991 Annual Forum Paper.

PUB DATE- May 91
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Community Colleges; *Faculty College Relationship; Full Time Faculty; Higher Education; Multiple Regression Analysis; *Part Time Faculty; Profiles; Surveys; *Teacher Attitudes; Teacher Characteristics; Teacher Morale; *Teacher Motivation; *Teacher Qualifications; Two Year Colleges
IDENTIFIERS- *AIR Forum; California; *Fullerton College CA

This paper discusses a study that examined the characteristics of part-time faculty in order to gain a better understanding of their needs so that better decisions might be made in part-time faculty management. Implications for institutional researchers who plan to study part-time faculty were also examined, including the challenges of obtaining responses from part-time faculty and the ethical issues involved in studying this group. The study was conducted during the fall 1988 semester at Fullerton College, a large suburban community college in Southern California. Of the 371 part-time faculty who were surveyed, usable responses were received from 314. The issues addressed were (1) the qualifications of part-time faculty; (2) their frustrations concerning pay and resource allocation, and their general feelings about their status in relation to full-time faculty; and (3) their involvement in the school and with other faculty. Among major findings were: that part-time faculty averaged lower degree attainment but high other professional qualifications; that part-time faculty feel they are treated as second-class citizens; and that few feel involved with the college but that 60 percent want more involvement. Also provided are seven detailed profiles of part-time faculty which were developed through multiple regression analysis. Contains 13 references. (GLR)

ED 336 053   HE 024 899

Keough, Kristin
Current Funds Revenues and Expenditures of Institutions of Higher Education: Fiscal Year 1980-88. E.D. TABS.
PUB DATE- Aug 91
NOTE- 33p.; Data Series: DR-IPEDS-87/88-9.1.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; *Educational Finance; *Expenditures; *Higher Education; *Income; National Surveys; Private Colleges; Public Colleges; *School Statistics; Two Year Colleges
IDENTIFIERS- Consumer Price Index

This booklet provides figures and tables of data on the financial characteristics of institutions of higher education from 1980 to 1988. The data were gathered annually by the National Center for Education Statistics through the Integrated Postsecondary Education Data System. Nine figures display current funds revenues and expenditures in constant dollars by source, by purpose for fiscal year 1988, for private and public institutions by control for fiscal year 1988, by percentage distribution for 4-year and 2-year institutions of funds revenues and by percentage distribution of funds expenditures of 2- and 4-year institutions respectively for fiscal year 1988. Eleven tables list data for years 1979-80 to 1987-88 on current revenues and expenditures by source (for public and private institutions), by purpose (for private and public institutions), and by selected categories and state for fiscal year 1988 and for fiscal year 1987 and 1988 compared. Data on both 1988 and 1987 by state for public and private institutions of higher education are presented in tabular form. A final table lists consumer price index factors for 1979-80 through 1987-88. The text also includes a section on survey methodology and an appendix listing "Data Category Definitions." (JB)

ED 336 091 IR 015 125

National High-Performance Computing and Networking Act. Report To Accompany S. 343, Senate, 102d Congress, 1st Session.
PUB DATE- 23 May 91
NOTE- 24p.; Calendar No. 96. For related documents, see ED 332 693-694, IR 015 102-103, IR 015 105, and IR 015 204.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Networks; Databases; Federal Legislation; *Federal Programs; Interaction; National Programs; National Security; *Research and Development; *Technological Advancement

IDENTIFIERS- Congress 102nd; *High Performance Computing; *National Research and Education Network; Supercomputers

The purpose of the bill (S. 343), as reported by the Senate Committee on Energy and Natural Resources, is to establish a federal commitment to the advancement of high-performance computing, improve interagency planning and coordination of federal high-performance computing and networking activities, authorize a national high-speed computer network, and authorize high-performance computing activities at the Department of Energy. This report presents an amendment to the bill adopted by the committeee and its recommendation that the bill be passed as amended. The amendment establishes the short title of the bill as the "National High-Performance Computing and Networking Act"; reports the findings of Congress concerning supercomputers and computer networks and their importance to national security, international competitiveness, and technological advancement; presents the purposes of the bill, including interagency planning, coordination, and interaction of federal high-performance computing and networking activities; establishes a National High-Performance Computing and Communications Program (NHPCC); directs the President to establish a high-speed computing network to be known as the National Research and Education Network (NREN); directs the Secretary of Energy to evaluate high-performance computing systems and support computational research and development; allows the heads of federal agencies to exempt programs or activities that involve classified information; and authorizes such funds as may be necessary to carry out the activities authorized by the Act for fiscal years 1992-1996. The report provides background information on high-performance computing, the legislative history of the bill, and discussions of the provisions of the amendment. (DB)

ED 336 132 JC 910 394

Walsh, Bettye S.

Piedmont Virginia Community College s Pathways: The Process of Developing Clusters of Nondevelopmental Courses for Developmental Students.

PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Community Colleges; Course Descriptions; *High Risk Students; Mathematics Skills; Minimum Competencies; *Prerequisites; Program Development; Reading Skills; *Remedial Instruction; Remedial Reading; *Student Placement; Two Year Colleges; Two Year College Students; Writing Skills
IDENTIFIERS- *Piedmont Virginia Community College

Studies conducted at Piedmont Virginia Community College (PVCC) suggested that developmental reading and writing students were much more likely than nondevelopmental students to fail or withdraw from nondevelopmental courses. Lower achievement levels were also noted for developmental students enrolled in college transfer courses. In 1988-89, the Dean of Instruction charged the Developmental Task Force with determining the reading and writing requirements for all courses at the college. As a first step, science and humanities division chairs created a short list of courses that would be appropriate for developmental students. Next, a brief course survey was developed for instructors at the college to determine the skill levels expected of students enrolling in each course. In spring 1991, all divisions submitted the decisions of individual faculty members or of the division as a whole about the reading, writing, and/or math skill levels necessary for an average grade in division courses. Survey responses were used to develop the "Pathways" list, which identifies the developmental reading, writing, and math courses that reflect the minimum competency levels required of students enrolled in each course taught at the college. The draft listing was disseminated to counselors for use in summer 1991 advisement and counseling. The "Pathways" list, guidelines for the development of Pathways, and data on student achievement are included in the report. (PAA)

ED 336 339 SP 032 962

Whitfield, Truman; Weaver, Janice
The Demand of Teacher Education Faculty: Some Factors Influencing Employment.
PUB DATE- Feb 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Employment Patterns; *Employment Projections; *Employment Qualifications; Faculty Workload; Higher Education; Intellectual Disciplines; National Surveys; Preservice Teacher Education; *Schools of Education; *Teacher Educators
IDENTIFIERS- American Association of Colleges for Teacher Educ

This study investigated the situation regarding current and projected demand for teacher education faculty in colleges and universities in the United States. The study was an attempt to provide data on the immediate past, present, and future availability of teacher education faculty within various fields. The study was also an attempt to determine the degree of influence various factors had on the employment of faculty in teacher education and to determine whether different types of institutions placed different emphasis on various factors. In addition, the study analyzed the nature of the teaching assignment of faculty in teacher education. The member institutions of the American Association of Colleges for Teacher Education (AACTE) were surveyed. Of these, 200 or 28 percent responded. The document presents a detailed report of the findings according to the five parts of the survey instrument used to collect the data: (1) projected faculty needs; (2) projected faculty needs attributed to increased enrollment, retirements, accreditation standards, and affirmative action; (3) employment considerations; (4) reasons for employing new faculty; and (5) information on faculty teaching assignments. Conclusions and recommendations are presented, and a copy of the survey instrument is appended. (IAH)

ED 336 379 SP 033 304

Guidelines for Tobacco Use Prevention Programs in Minnesota Schools.

SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.

PUB DATE- Sep 86

NOTE- 27p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Class Activities; Educational Objectives; *Elementary School Curriculum; Elementary Secondary Education;

*Health Education; Health Promotion; Prevention; *Secondary School Curriculum; *Smoking; State Curriculum Guides; *Teaching Methods; *Tobacco

IDENTIFIERS- *Minnesota

In 1985 the Minnesota Legislature passed legislation providing funds to local school districts for planning, implementing, and evaluating comprehensive tobacco use prevention programs. (A copy of the legislation is included in the Appendix.) The purpose of this document is to assist local school districts in planning effective K-12 curricula for tobacco use prevention. Specifically, the document assists districts in: (1) evaluating the status of current tobacco education curricula; (2) writing or revising the tobacco use prevention component of their health or chemical health curriculum to meet state criteria and improve effectiveness; and (3) evaluating and selecting available tobacco use prevention programs for incorporation into the district curriculum. The first section of the guidelines covers the topics: "Why Is Tobacco Use Prevention Important?"; "Can Classroom Education Alone Prevent Young People from Using Tobacco?"; and "A Comprehensive Approach to Tobacco Use Prevention." The second section outlines "Guidelines for a K-12 Curriculum Including Learner Outcomes, Strategies and Methods." (IAH)

ED 336 399   TM 017 042

Kaufman, Steven
1988 Schools and Staffing Survey Sample Design and Estimation.
  Schools and Staffing Survey. Technical Report.

PUB DATE- May 91
NOTE- 85p.; Data Series: SP-SAS-87/88-7.4.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Databases; Elementary School Teachers; Elementary Secondary Education; *Estimation (Mathematics); Mail Surveys; Mathematical Models; *National Surveys; Private Education; Public Education; *Research Design; *Sampling; School Districts; *School Surveys; Secondary School Teachers; Tables (Data); Teacher Supply and Demand

IDENTIFIERS- *Schools and Staffing Survey (NCES); *Staffing Patterns

The Schools and Staffing Survey (SASS) represents the first time the National Center for Education Statistics has integrated three of the Elementary and Secondary Education Surveys: the Teacher Demand and Shortage Surveys, Public and Private School Surveys, and Teacher Surveys. The SASS was designed to measure the critical aspects of teacher supply and demand, the composition of teacher and administrator work force, and the general status of teaching and schooling. The SASS was conducted by the Bureau of the Census in the 1987-88 school year. The SASS sample included 12,823 public and private schools and administrators, 65,124 teachers, and 5,592 Local Education Agencies (LEAs). The merger of the three surveys produced one database to provide comparable linkage data among LEAs, schools, and teachers. Response rates ranged from 66% for private school teachers to 94.4% for public school administrators. Sample selection is discussed for public and private sectors. The discussion of estimation considers: weighting; item response rates and imputation; variance estimation; and frame evaluation. Data are reported in 18 tables. Three appendices discuss: minimizing school overlap with other national and longitudinal surveys; allocating sample groups to minimize loss of prediction for specific estimators; and the effect of a finite population correction on SASS variance estimates. (SLD)

ED 335 996 HE 024 815

Sandeen, Arthur
The Chief Student Affairs Officer: Leader, Manager, Mediator, Educator.
PUB DATE- 91
NOTE- 237p.; Part of the Jossey-Bass Higher Education and Adult Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Administrator Evaluation; *Administrators; Arbitration; Higher Education; Leadership; *Leadership Responsibility; *Professional Development; *Student College Relationship; Supervision
IDENTIFIERS- *Chief Student Affairs Officers

This book examines the leadership role of higher education chief student affairs officers (CSAO). Organized in three parts, Part One consists of four chapters that survey the CSAO s responsibilities as a campus leader. The first chapter describes the various roles and functions of the position and discusses its origins and evolution. Chapter Two describes the officer s special relationship with the president and other major administrative officers. Chapter Three describes the crucial and complex relationship between the chief student affairs officer and the students. The CSAO s major constituencies are described in Chapter Four. The three chapters that comprise Part Two focus on the primary administrative functions of the chief student affairs officer: management, mediation, and education. Chapter Five describes organizational, financial, and supervisory responsibilities. Chapter Six proposes specific strategies for effective mediation of campus problems, and Chapter Seven presents the CSAO as educator. The two chapters that make up Part Three explore professional concerns and commitments. Chapter Eight focuses on the need to assess the professional effectiveness of CSAOs and describes the complexities of determining adequate evaluative criteria. In Chapter Nine trends likely to affect the future development of the position are examined. The text includes an index and over 80 references. (JB)

ED 336 072 IR 015 079

Weintraub, David
Improving Retention in Music Fundamentals through the Use of

Computer Based Instruction.
PUB DATE- 91
NOTE- 98p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Applied Music; *Computer Assisted Instruction; Educational Strategies; Grade 6; *Instructional Effectiveness; Intermediate Grades; Kodaly Method; *Music Education; Music Teachers; *Music Theory

The goal of this practicum was to increase the retentive skills of sixth graders in the area of elementary music reading and writing. A secondary goal of the study was to introduce music education teachers to the use of computer-assisted instruction in elementary general music class. For 12 weeks, 88 sixth graders learned music using computer-assisted instructional programs. "Music Fundamentals," published by Silver Burdett, was chosen as the courseware. Students worked in pairs on the notes of the treble clef scale, rhythms, and the piano keyboard. Each class began and ended with a review of the material that was presented on computer screens, and records were kept of student notetaking. Students completed several assignments that demonstrated retention of the material taught via the computers. After 3 months of implementation, children demonstrated retention in areas of rhythm and melody by successfully completing the unit with limited review, and members of the education staff reported that the students level of motivation had increased. It is noted that instructional effectiveness still requires that attention be paid to the level of development of the students using the software, and that traditional as well as nontraditional educational strategies be used, such as the Kodaly method of applied music education. The report concludes with a recommendation that the study be expanded to include other grade levels for greater amounts of time. (45 references) (Author/DB)

ED 336 112   IR 053 713

Macnaughtan, Don, Ed.; Nixon, Mary, Ed.
Indexers Manual for the Oregon Index.
PUB DATE- Jul 89
NOTE- 75p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; *Bibliographic Databases; *Citation Indexes; *Indexing; Keyboarding (Data Entry); Library Collections; *Newspapers; *Online Catalogs; *Periodicals; Public Libraries; Special Libraries; State Libraries; Subject Index Terms
IDENTIFIERS- Oregon

This manual is designed to assist the indexers and inputters of the Oregon Index, which is an online index to Oregon s major newspapers and journals. The Index provides dial-up access to a database of citations and is available at hundreds of points around Oregon, including libraries, schools, newspapers, and government offices. The database has been built up by public, state, special and college libraries whose names are listed in this manual. Following the list of participant libraries are a description of the characteristics of index entries; an overview of the 11 "field labels"; the formats of the macros; indexing examples; and anniversary and obituary examples. The next section of the manual describes the standards, recommendations, and formats of the Index for the following areas: the 11 fields; the scope of the indexing; abbreviations; abbreviations in square brackets; acronyms; geographic names; spelling; equipment; creating files; and sending records to the Oregon Index. Five appendixes present lists of the Index s standard abbreviations and acronyms; the state-wide holdings of newspapers listed in the Index and a directory of the newspapers and journals listed; and a "cheat sheet" of some commonly used Library of Congress subject headings. An index to the manual is provided. (MAB)

ED 336 210 PS 019 975

Park, Kyung Ja; Honig, Alice Sterling

Infant Child Care Patterns and Later Ratings of Preschool Behaviors.

PUB DATE- Aug 91

NOTE- 40p.; Paper presented at the Annual Convention of the American Psychological Association (San Francisco, CA, August 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aggression; *Child Development; *Cognitive Ability; *Day Care; Intellectual Development; Peer Relationship; *Preschool Children; Preschool Education; Sex Differences; *Social Behavior; Teacher Education

IDENTIFIERS- Preschool Behavior Quest (Behar and Springfield)

This study examined (1) the effects of onset of timing for early nonparental care patterns on later child development, and (2) the effects of length of daily enrollment in care on later cognitive attainment and socioemotional behaviors. Preschool teachers rated 105 middle-class children on the Preschool Behavior Questionnaire (PBQ) and the Preschool Behavior Rating (PBR) instrument. Socioemotional behaviors of preschoolers who had been in full-time care from infancy onward were rated on the PBR as more intellectually competent than children who had not had full-time care. They were also rated on the PBQ as more hostile-aggressive than children who had never had full-time care. A hierarchical aggression analysis revealed that both observed and teacher-rated aggression were predicted more by sex of child, quality of the day-care center (teacher education and employment stability), and family socioeconomic factors, than by length of enrollment in full-time, nonparental care. A reference list of 26 items is included. (BC)

ED 336 228 RC 018 295

Aparicio, Teresa, Ed.; Dahl, Jens, Ed.

IWGIA Yearbook 1989.
PUB DATE- 90
NOTE- 243p.; Copenhagen, 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- American Indians; *Civil Liberties; Civil Rights; Health; Human Relations; *Indigenous Populations; International Communication; *International Organizations; Land Use; *Minority Groups; *Racial Discrimination; Refugees; *World Affairs
IDENTIFIERS- *Genocide

Based on various international sources, this publication gives an overview of events affecting the indigenous peoples of the world during 1898. Part I, the International Work Group for Indigenous Affairs (IWGIA) Annual Report, describes the programs and activities of IWGIA during 1989. Part II addresses issues of political problems and progress, genocide, land disputes, health, and human rights. After an obituary for George Manuel, a great North American Indian leader, the yearbook focuses on particular geographic locations. A map for each section shows the names and locations of the indigenous people, as well as the population of the area. The report discusses the following areas: (1) the Arctic; (2) North America; (3) Central America and Mexico; (4) South America; (5) the Pacific; (6) Australia and Aotearoa (New Zealand); (7) East Asia; (8) Southeast Asia; (9) South Asia; (10) West and Central Asia; (11) Europe and North Asia; (12) Northern Africa; (13) West Africa; (14) the Horn of Africa; (15) East Africa; (16) Central Africa; and (17) South of Africa. References are listed after each section. Part III includes a series of legal documents on indigenous rights and position papers presented to IWGIA. Part IV summarizes important issues in indigenous movements, including those affecting indigenous women, indigenous people in the Soviet North, and land titling in Peru. (KS)

ED 336 247 RC 018 331

Howley, Craig; Huang, Gary

Extracurricular Participation and Achievement: School Size as Possible Mediator of SES Influence among Individual Students.

PUB DATE- Jul 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Correlation; *Extracurricular Activities; High Schools; *High School Students; Racial Differences; *School Size; Sex Differences; Small Schools; *Socioeconomic Status; *Student Participation
IDENTIFIERS- High School and Beyond (NCES)

Studies in New Jersey and California suggest that smaller schools or school districts produce higher aggregate achievement than larger schools or districts, especially in low socioeconomic status (SES) communities. Other studies have found that smaller schools have higher rates of student participation in extracurricular activities, and that participation has a positive effect on student outcomes. This paper examines a model in which school size regulates the direct effect of SES on individual achievement, as well as the indirect effect of SES as mediated by participation in extracurricular activities. Information on a weighted sample of 5,209 public school students was drawn from the High School and Beyond (HS&B) data set. Dependent variables were senior-year composite HS&B test score and four variables reflecting senior-year extracurricular participation. Both school size and grade cohort size were used to investigate the hypotheses. The results confirm the generally positive direct effect of extracurricular participation on academic achievement, when other influential variables are controlled. Regression analysis among three categories of school size suggests that SES exerts comparatively weaker direct effects on achievement and participation among students who attend small schools (under 500 students). However, the results of interaction analysis with product vectors fail to confirm the hypothesis that school size systematically mitigates the effects of low-SES background on either the participation or achievement of individual students. This report contains 42 references. (SV)

ED 336 291 SO 021 226

Brooks, Cathy, Ed.

National Art Education Association Convention Caucus Program Papers (Chicago, Illinois, April 1981).

PUB DATE- 82

NOTE- 84p.; For other bulletins, see SO 021 227-230.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Art Education; Critical Theory; Elementary Secondary Education; Social Influences; Social Problems; *Social Theories

IDENTIFIERS- Jung (Carl G)

The "Bulletin of the Caucus on Social Theory and Art Education" is an annual publication, with each issue devoted to a unified theme. This issue features 12 papers from the National Art Education Association Convention Caucus: "Participant Observer as Critic" (Robin R. Alexander); "Why Art Education Lacks Social Relevance: A Contextual Analysis" (Robert Bersson); "The Image-Making Picture Art Process--Exploring the Social Dimension" (Bruce Breland); "The Getting of Taste: A Child s Apprenticeship" (Cathy Brooks); "Design: A Critique of Metaphor" (Nancy R. Johnson); "Futures Research Methodologies: Report of an Exploration of a Delphi Study" (Judith A. Kula); "Beyond Individualism in the Arts" (Peter London); "Carl Jung: A Formalist Critique" (Harold J. McWhinnie); "A Socially Relevant Art Education" (Lanny Milbrandt); "Conceptual Art and the Continuing Quest for a New Social Context" (Robert Morgan); "Recognizing Social Issues in the Art Curriculum" (Daniel Nadaner); and "Towards a Model for Considering the Social Functions of Art" (Ronald W. Neperud). (DB)

ED 336 317 SO 021 458

Burn, Barbara B.

The Contribution of International Educational Exchange to the International Education of Americans: Projections for the Year 2000. Occasional Papers on International Education Exchange.

Forum Series 26.
PUB DATE- Aug 90
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Foreign Culture; *Futures (of Society); Higher Education; International Education; *International Educational Exchange; International Relations; *Student Exchange Programs

This paper attempts to forecast the scope and profile of educational exchanges between the United States and other countries in the year 2000 as one approach to assessing the contribution of those exchanges to the international education of U.S. citizens. The forecasts are based in part on predictions relating to political stability, economic growth, and likely developments in higher education in major world regions. The first part reviews major world regions including the following highlights: the probable growth in exchanges with the Soviet Union and Eastern Europe; the centrality of solving the debt crisis to the future of Latin America nations and exchanges with those countries; and the likely growth in exchanges involving Asia, propelled by its burgeoning economic situation, especially in Japan. The second part of the paper focuses on the contribution of international educational exchanges to U.S. citizens learning about other countries, culture, and international issues. This is done in terms of foreign students in the United States, U.S. students going abroad, faculty exchanges, and how international learning might be enhanced by each activity. The paper concludes that special efforts are required if international educational exchanges are to make a more significant contribution to U.S. international education; the mere existence of exchange does not assure this contribution. This situation should be more widely understood if such efforts are to receive the support they require. Some specific recommendations propose strategies and programs to strengthen the contribution of exchanges to international learning in the United States. (DB)

ED 336 359 SP 033 270

Wheeler, Patricia J. Rawson
Style Mismatch or Learning Disability: A Case Study.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Behavior Rating Scales; Case Studies; *Cooperating Teachers; Elementary Education; Higher Education; *Interprofessional Relationship; Preservice Teacher Education; Psychological Patterns; *Student Teachers; *Student Teaching; *Teaching Styles
IDENTIFIERS- *Gregorc Style Delineator

A case study was undertaken of a student teaching situation in which the operational behavior styles of the student and the cooperating teacher were quite different. According to the tool used for the study (Gregorc style delineator: A self-assessment instrument), the student teacher tested high in random style categories while the cooperating teacher tested high in the sequential style categories. Data collected throughout the 16-week student teaching experience included original observation documents, transcripts of audio recordings of interviews and conferences, logs, and questionnaires. The cooperating teacher appeared to be well organized and was conscious of the time factor in reaching instructional objectives. The student teacher exhibited behaviors characteristic of his random style: emphasis on relationships, need for positive feedback, variations on the use of time, and devaluing of organizational methods in general and of planning lessons and units in particular. These characteristics were evident during the entire 16-week period, including the time of preparation for the student s solo teaching experience. Among the conclusions drawn from study of this "critical" case is that some effort to match operational behavior styles may mean the difference between a satisfactory student teaching experience and an unsatisfactory one. (AMH)

ED 335 954 FL 019 478

Woodward, Tessa, Ed.
The Teacher Trainer: A Practical Journal Mainly for Modern Language Teacher Trainers. Volume Four, Numbers One-Three.
PUB DATE- 90
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Audiovisual Aids; Class Activities; Classroom Communication; Classroom Techniques; Feedback; Foreign Countries; Grouping (Instructional Purposes); Higher Education; Horseback Riding; Internship Programs; *Language Teachers; Learning Processes; Listening Comprehension; Orchestras; Second Language Instruction; Self Evaluation (Groups); Self Evaluation (Individuals); Singing; Student Participation; *Teacher Education; Teacher Education Curriculum; Team Teaching; Time Factors (Learning); Womens Education; Writing (Composition)
IDENTIFIERS- East Germany

This document consists of the three 1990 issues of "The Teacher Trainer," a journal for language teacher educators. The following articles appear in these issues: "Writing as a Learning Process in Teacher Education and Development"; "An Upside Down Teacher Training Course"; "Training Teachers as Explainers: A Checklist"; "A Fresh Look at Team Teaching"; "Watching Yourself, Watching Others: Group Observation"; "Being Seen--In Defence of Demonstration Lessons"; "Penny Turner--A Horse, Rider, and Riding Teacher Trainer"; "Training Around the World: The German Democratic Republic"; "Non-Natives Train the Natives in Canterbury"; "Investigating the Role of Temporal Variables in Facilitating Listening Comprehension in L2"; "Teaching Practice Feedback--Advantages of Splitting Up the Group"; "Participant-Centered Activities in Teacher Training"; "The First Time a Teacher Teaches"; "A-V Aids for the Trainer"; "Creative Calling"; "Internship: Partnership in Initial Teacher Education"; "Pre-reading Quizzes: A Framework"; "In Language Teaching Which Is More Important: Language or Teaching?"; "Supervision"; "The Pilgrim s/Longman Teacher s Resource Books"; "Paradoxical Interventions or Prescribing the Symptom"; "One Way of Running an In-House Teacher Training Session"; "Using Games in Teacher Training"; "Two Observation Charts"; "Women and Training: A UK National Organisation"; and "Using Substitution Tables for Language Analysis with Pre-Service Native Speaking Trainees." (MSE)

ED 336 017 HE 024 837

Snyder, Julie K.; And Others
Diagnosing and Dealing with Salary Compression. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Attitudes; *College Administration; *College Faculty; Employment Experience; Evaluation Methods; Higher Education; Labor Problems; *Salaries; *Salary Wage Differentials; Seniority; Surveys
IDENTIFIERS- *AIR Forum; *Salary Compression; Virginia Polytechnic Inst and State Univ

This paper examines the phenomenon of salary compression (the demand by newly hired university faculty members for salaries that approach or exceed those of existing faculty at the same or higher ranks) and reports on a phone survey of 10 university provosts. It presents methods to determine if salary compression exists and its extent. Considered first are the justification of professional maturity as a measure of faculty capability and salary, market conditions, and the pervasiveness of salary compression over the past decade. A two-phase approach to diagnosing salary compression is recommended, including examining salary consistency with external labor markets and examining internal salary consistency. Comparison of salary compression at Virginia Polytechnic Institute and State University with peer institutions is reported. The survey of provosts at 10 major research universities across the nation found salary compression most common in business, engineering, and the hard sciences. The most common solution reported was the allocation of more funds to correct resulting salary inequities. Includes 11 references. (DB)

ED 336 054 HE 024 900

Greene, Deborah L.
Status of Academic Research Libraries at Texas Public Colleges and Universities.

PUB DATE- Feb 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Libraries; Educational Finance; Higher Education; *Law Libraries; Library Acquisition; Library Collections; Library Development; *Library Expenditures; Library Personnel; Library Statistics; *Medical Libraries; Reduction in Force; *Retrenchment; State Aid; *State Colleges
IDENTIFIERS- *Texas

A study was undertaken to document the impact of reductions in state appropriations on the libraries of Texas public institutions of higher education from Fiscal Year 1986 through Fiscal Year 1990 and to make recommendations for improving these libraries. Data were collected through a letter requesting information from each of the public general academic institutions including law and medical schools. All 34 institutions responded. Of those, only two reported decreases in library budgets for the period in question. Others reported increases in budgets ranging from 1 percent to over 41 percent. Forty-seven percent of the institutions reported decreases in the total number of library staff, while 32 percent reported an increase in staff. Forty-one percent of libraries reported being able to maintain library hours or at least bring them back to pre-1986 levels. However, responses from institutions indicated overall a steady decline in the rate of library acquisitions. The study also looked specifically at ways that law and medical libraries had been affected by the reduction of funds. The study includes recommendations, a copy of the survey letter, a list of respondents and four tables displaying subindexes and data. (JB)

ED 336 150 JC 910 426

Raby, Rosalind Latiner, Ed.
International Master Modules for Internationalizing the Curriculum: A General Catalogue.
PUB DATE- Sep 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Catalogs; Community Colleges; *Course Content; *Course Descriptions; Courses; *Cross Cultural Training; *Cultural Awareness; Foreign Culture; Higher Education; Intergroup Relations; International Relations; *International Studies; Profiles; Two Year Colleges; Universities
IDENTIFIERS- Los Angeles Community College District CA

In 1986, the Los Angeles Community College District (LACCD) approved a revised mission statement affirming the importance of multicultural, international, and intercultural collegiate experiences that foster individual and group understanding. LACCD s International Curriculum Project seeks to promote and support the development of classes in international studies and the introduction of international components into existing classes. This catalogue presents summaries of over 175 International Master Modules that encompass over 60 disciplines and subject areas as well as new courses that reflect an international perspective. The courses have been taught at LACCD institutions as well as institutions in other states. Grouped into 46 alphabetized disciplinary categories, each module includes the course title, instructor s name, institution, and a brief description of the course. Discipline subgroups are as follows: agricultural development, anthropology, apparel manufacturing, art, biology, broadcasting, business, cinema, child development, communication, comparative education, computers, cooperative education, economics, English, environmental science, French studies, geography, German studies, health, history, humanities, international studies, Latin American studies, law, library methods, linguistics, modern dance, museum studies, nursing, personal development, photojournalism, political science, population policies, psychology, social science, sociology, Spanish studies, statistics, steam plant operations, technology, theater, travel tour guides, and world history (Poland). Information for ordering any of the master modules in its entirety is provided. (PAA)

ED 336 168 PS 019 304

Shuster, Claudia Kramer, Ed.; And Others
The Hard Questions in Family Day Care: National Issues and Exemplary Programs.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; Ford Foundation, New York, N.Y.; Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- 90
NOTE- 129p.; Report based on the Family Day Care Round Table (New Haven, CT, June 5-8, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Caregivers; Early Childhood Education; *Family Day Care; *Financial Support; Labor Turnover; *Organizational Development; Professional Recognition; Program Development; *Recruitment; *Training
IDENTIFIERS- Roundtable Reports

In June, 1989, The National Council of Jewish Women and Yale s Bush Center in Child Development and Social Policy convened the Family Day Care Round Table as part of the National Family Day Care Project. Goals of the round table were to: (1) explore hard questions about family day care; (2) identify promising programs and practices for enhancing the supply, quality, and affordability of family day care; and (3) develop a body of information that could be shared with the child care, government, business, and funding communities. The questions discussed were developed in consultation with participants and other knowledgeable professionals. Main sections of the report concern recruitment and retention, regulatory issues, training issues, the process of promoting quality and professionalism, organizational and planning considerations, and funding. The "hard questions" which were the basis for discussion are provided in Appendix B. Other appendices include a list of participants, profiles of programs represented at the round table, a bibliography of the resources of the programs represented at the round table, and a list of unresolved issues for researchers and policymakers. (RH)

ED 336 190 PS 019 759

Oerter, Rolf

The Concept of Human Nature in Three Cultures: A Developmental Approach.

PUB DATE- Apr 91

NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; *Cognitive Processes; *Concept Formation; Cross Cultural Studies; *Cultural Differences; Foreign Countries; Individual Differences; Life Events; Personality Theories; Social Theories; Value Judgment

This study compares the concept of human nature in Germany, Java, and the United States. The study assumes cross-cultural similarities in the formal structure of the concept of human nature, while hypothesizing variation in content, for example, in the value systems. Four components of the concept of human nature were presented (personality theory, social/environmental theory, action theory, process of thought). These components were related by a developmental logic forming these stages: (1) stage I: human beings as actors; (2) stage II: human beings as conveyors of psychological entities such as traits and abilities; (3) stage IIIa: the individual as an autonomous identity, organizing a core of single psychological traits and individual action; (4) stage IIIb: identity conceived as mutual identity; and (5) stage IV: identity conceived as societal or cultural identity. In a career dilemma, Javanese subjects showed higher frequencies at Level IIIa and IIIb, while Germans highest frequency was at IIIb. Americans showed a more equal distribution for all the stages. The family appeared to be more important for Americans than for Germans. Results of the sorting procedure indicate that Germans and Javanese have the goal of changing society and culture to make a better world, while Americans mostly view their society as the best of all comparable societies. (SH)

ED 336 267 SE 052 171

Jacobson, Willard J.; And Others
The Second IEA Science Study--U.S. Revised Edition.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.; National Science Foundation, Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- Sep 87
NOTE- 54p.; A Presentation at a Meeting of the General Assembly of the International Association for the Evaluation of Educational Achievement (New York, NY, September 16, 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Education; Educational Change; *Elementary School Science; Elementary Secondary Education; *Foreign Countries; International Cooperation; Science Education; *Secondary School Science; *Sex Differences

The Second IEA Science Study (SISS) was carried out in 1983 in 24 countries. In the United States a second phase of testing was undertaken in 1986. This document describes the organization of the study in the United States and highlights some of the results and their possible implications for science education. The countries included in the SISS are Australia, China, Canada, England, Finland, Ghana, Hong Kong, Hungary, Israel, Italy, Japan, Korea (Republic), The Netherlands, Nigeria, Norway, Papua-New Guinea, Philippines, Poland, Singapore, Sri Lanka, Sweden, Tanzania, United States, and Zimbabwe. Sections include (1) "Some Results from the Second IEA Science Study"; (2) "Science Education in the 1970s and 1980s: What Changes Have Taken Place?"; (3) "Sex and Science Achievement"; (4) "The Second IEA Science Study and Science Education in the United States"; and (5) "Comments and Reactions." (KR)

ED 336 419 TM 017 216

Ligon, Glynn; And Others

Lower Costs, Fewer Staff, More Information: Critique of a Generic, Data-Base Evaluation System. Publication Number 90.21.

PUB DATE- Apr 91
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Cost Effectiveness; Data Analysis; Database Management Systems; Databases; *Data Collection; Elementary Secondary Education; *Evaluation Methods; Program Evaluation; Research Tools; School Districts; *Student Characteristics; Student Evaluation
IDENTIFIERS- *Austin Independent School District TX; *GENESYS TX

The GENESYS (GENeric Evaluation SYStem) evaluation system of the Austin, Texas school system is described, and its second year of operation--1989-90--is reviewed. GENESYS is a method of streamlining data collection and evaluation through the use of computer technology. It gathers and reports the following standard information on specified groups of students: (1) student characteristics; (2) achievement; (3) attendance; (4) discipline; (5) grades and credits; (6) dropouts; and (7) retainees. GENESYS can be run using data for any group of students identifiable through a computer file. As of June 1990, 56 groups of students had been run through the GENESYS system that spring. A number of enhancements were made in 1989-90 to make the process more "user friendly," but access to the system remains limited because of its complexity. Additional refinements should improve access to GENESYS as well as recognition of its utility. GENESYS can deliver a large number of evaluations for much less than a traditional evaluation would cost. While it is not a replacement for first-hand process evaluation, it can provide information on a large number of programs at low cost. Two figures and seven attachments provide details about the GENESYS process. (SLD)

ED 335 977 HE 024 774

Douglas, Joel M., Ed.
Unionization among College Faculty, 1991.
PUB DATE- Jan 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Collected Works - Serials (022)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Elections; Employer Employee Relationship; Faculty College Relationship; Higher Education; *Labor Legislation; *Labor Relations; Teacher Strikes; *Trend Analysis; Union Members; *Unions
IDENTIFIERS- American Association of University Professors; American Federation of Teachers; National Education Association

This newsletter issue provides an analysis of faculty union organizing and agent elections involving the American Association of University Professors, the National Education Association, and the American Federation of Teachers and their local affiliates. Activity levels of independent unions, "no-agent" elections, decertifications, and strikes are also reported. Additional information is presented concerning legislative activity in state legislatures as well as a discussion of the refinement of the Faculty and Non-Faculty Directories that continues to be carried out. It is noted that collective bargaining in higher education remains a viable option for college faculty, and that approximately 30% of the nation s professoriate is covered by collective bargaining agreements. Collective bargaining in higher education, however, has shown evidence of being less adversarial than in previous years and of becoming increasingly a public sector phenomenon. Additionally, collective bargaining litigation appears to have diminished in 1990. There is now a growing awareness of collective bargaining for non-faculty (the number of unions vying for agent status for non-faculty is greater than for faculty), and this non-faculty group coupled with faculty bargaining now constitute a major aspect of the higher education employment relationship. Tables and graphs present trends in faculty bargaining agents and collective bargaining agreements. (GLR)

ED 336 036 HE 024 856

Krotseng, Marsha V.
Predicting Persistence from the Student Adaptation to College Questionnaire: Early Warning or Siren Song? AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Declining Enrollment; Dropout Characteristics; *Dropout Research; Dropouts; Higher Education; *Measurement Techniques; Private Colleges; Questionnaires; School Holding Power; Stopouts; *Student Attrition; Student Subcultures; Test Validity; Withdrawal (Education)
IDENTIFIERS- *AIR Forum; Enrollment Management; *Student Adaptation to College Questionnaire

With the dwindling of the traditional college applicant pool, retention has become one of higher educational institutions top priorities. This study addresses the effectiveness of Western Psychological Services "Student Adaptation to College Questionnaire" (SACQ) for providing early evidence of poor adjustment and potential attrition and its ability to differentiate persisters from non-persisters. Using discriminant analysis of the SACQ forms of nearly 2,000 new University of Hartford freshmen and transfer students in fall 1989 and 1990, the study examined: (1) the extent to which the SACQ accurately predicts student departure for a private, comprehensive university; (2) SACQ items distinguishing non-persisters; (3) SACQ use with an incoming class; and (4) evidence linking the SACQ with intervention strategies. Evidence from the study suggested that the SACQ can effectively alert faculty and counselors as to which students are most likely to depart with overall discriminant functions correctly classifying 79 to 85 percent of students as persisters or non-persisters. In addition, the SACQ showed an apparent ability to identify various clusters or subcultures which characterize a campus. Anecdotal evidence following dialogues with high-risk students provided some substantiation for a link between intervention, heightened adjustment, and increased retention. The report contains five tables and nine references. (JB)

ED 336 073 IR 015 080

van Merrienboer, Jeroen J. G.; And Others
Training for Reflective Expertise: A Four-Component Instructional Design Model for Complex Cognitive Skills.
PUB DATE- 91
NOTE- 48p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Environment; Educational Strategies; Foreign Countries; Industrial Training; *Instructional Design; *Models; Postsecondary Education; Problem Solving; Programing; *Skill Development; Thinking Skills
IDENTIFIERS- Interactive Teaching

This paper presents a four-component instructional design model for the training of complex cognitive skills. In the analysis phase, each skill is broken down into a set of recurrent skills that remain highly consistent over various problem situations, and a set of non-recurrent skills that require variable performance over different situations. Components 1 and 2 relate to analyses that are conducted to describe the recurrent skills in terms of specific rules or procedures and the non-recurrent skills in terms of heuristics or systematic problem approaches. Components 3 and 4 relate to the knowledge analyses that are conducted to describe the facts and concepts that are prerequisite to perform recurrent skills or the complex schemata that are helpful to perform non-recurrent skills. In the design phase, instructional tactics are selected for each of the four components. Components 1 and 2 relate to the design of practice and the conditions leading to rule automation or schema acquisition. Components 3 and 4 relate to the design of information presentation. Finally, the composition of the training strategy is governed by selected instructional tactics, which pose constraints on the design of an interactive learning environment. The basic prediction of this model is that its application leads to "reflective expertise" and increased transfer performance, i.e., the ability to solve new problems on the basis of domain-specific procedures and heuristics. Applications of the model that support this prediction are discussed for the training of fault management, computer programming, and statistical analysis skills. (74 references) (Author/DB)

ED 336 133 JC 910 406

Romine, Robert J.
Independence Community College Program Review Process.

PUB DATE- 91
NOTE- 887p.; The instructor evaluation forms in the journalism program review section (p.611-627) may not reproduce well due to toner streaks on original copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF06/PC36 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; College Curriculum; Community Colleges; Curriculum Evaluation; Departments; *Evaluation Criteria; Needs Assessment; *Program Evaluation; Self Evaluation (Groups); Two Year Colleges; *Vocational Education

Program review at Independence Community College (ICC) is structured so that every program of study will undergo review within a 5-year period. The purpose of the program review effort is to assess the relationship of inputs to outcomes, so that actual outcomes can be compared to expected outcomes. Each program of study is evaluated according to the following 18 criteria: (1) institutional mission and goals; (2) advisory council involvement; (3) labor market data; (4) comprehensive needs assessment; (5) local educational area needs assessment; (6) curriculum analysis; (7) instructional analysis; (8) facilities, equipment and materials analysis; (9) enrollment; (10) cost; (11) marketing analysis; (12) internal procedures analysis; (13) transfer; (14) placement and demographics; (15) survey of previous program enrollees; (16) admissions requirements; (17) outside accreditation; and (18) affirmative action/sex equity. Vocational programs are reviewed using a vocational program review guide, while other programs are reviewed using the non-vocational program review guide. Each program review, in addition to responding to the 18 criteria, contains a narrative report addressing the needs, strengths, and weaknesses of the program as determined during the program review process. In addition to providing a description of ICC s program review process, this document offers examples of program review reports for the college s music, accounting, and mathematics departments; and psychology and social science, journalism, and drafting and engineering technology programs. (JMC)

ED 336 248 RC 018 332

Bohlen, Charles H., Jr.
Onus on Everyone.

PUB DATE- 30 Jul 91
NOTE- 6p.; Paper presented at the Rural Schools Program Annual Conference (Cooperstown, NY, July 28-31, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Education; *Educational Change; Educational Policy; *Education Work Relationship; Intermediate Grades; Job Skills; *Labor Force; Postsecondary Education; *Rural Schools; School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Boards of Cooperative Educational Services; New York

This panel presentation reacts to "America s Choice" (a publication of the National Center on Education and the Economy), which addresses the preparedness of students to enter the work force. Recognizing the need of continual evaluation of education programs, the paper states that generalizing problems of other areas to rural schools is not appropriate. Rural schools provide education that is personalized, comprehensive, and successful. There has recently been a rebirth of occupational education programs to prepare students to enter either postsecondary education or the work force. Recently, New York State BOCES (Boards of Cooperative Educational Services) Directors and academicians recommended that the concept of occupational education and its delivery be broadened and that a greater number of students should participate. In response to the Commission of America s Choice calls for Youth Centers and Combined Work and Study and College Programs, the paper recommends that New York State do the following: (1) develop and refine alternative education, occupational education, work study, and adult education programs; (2) combine advisory boards, councils, and networks within regions into one business/education council; (3) request that the Commissioner of Education initiate a compact that bridges the various departments in state government with the education community; and (4) include senior representatives from companies with national and international markets on any statewide advisory council that is formed. Business and education must work together to accomplish these goals. (KS)

ED 336 340 SP 033 007

McKee, Jane Gallimore

Toward an Agenda for Induction: Perceptions of Beginning Teachers and Student Teachers.

PUB DATE- Feb 91
NOTE- 29p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Boston, MA, February 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Needs Assessment; Preservice Teacher Education; *Program Development; *Student Teachers; Surveys; *Teacher Attitudes
IDENTIFIERS- *West Virginia

The West Virginia Department of Education mandated that each county create an induction program for beginning teachers to begin in the fall of 1991. Although state guidelines suggested certain common elements, each county would set up its own program to meet the needs of teachers in that county. Because a rich source of information for program planning is available from teachers themselves, a needs assessment survey was taken of 38 beginning teachers in 2 southern counties and of 44 student teachers who had completed student teaching assignments in 4 southern counties. Needs were assessed in the areas of instruction, management skills, rules and procedures, interaction skills, and curriculum. Topics of interest to beginning teachers included motivational techniques, instructional strategies, discipline, guidance, and student self-esteem. Student teachers were most concerned with student self-esteem, instructional strategies, individual differences, stress management, discipline, communications, and motivational techniques. Both groups expressed interest in reading a handbook and attending staff development programs. Induction program planners can use these assessments to create more effective programs that meet the identified needs of new teachers. Higher education institutions can use them to assess classroom teaching and to create collaborative projects with the public schools. Appendixes include the beginning teacher survey, the survey topic results, and the survey activity results. (LL)

ED 336 380 SP 033 306

Wyoming Nutrition Education and Training Resource Guide.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Audiotape Recordings; Books; Courseware; Elementary Secondary Education; Films; Filmstrips; *Foods Instruction; Instructional Materials; *Nutrition Instruction; Resource Materials; Videotape Recordings
IDENTIFIERS- Wyoming

This resource guide lists videotape recordings; filmstrips with audio cassettes; computer programs and software; kits, resources, and curriculum guides; 16 millimeter films; slides; and books on nutrition education. Each entry has a short description and is coded for audience level. The source for each item, as well as purchase or borrowing terms are also provided. (AMH)

ED 336 381 SP 033 309

Young, Beverly L.; And Others
The Effectiveness of Teaching Internships as a Viable Route to California Alternative Certification.
PUB DATE- Jun 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teachers; College School Cooperation; Comparative Analysis; Elementary Education; Higher Education; *Internship Programs; *Longitudinal Studies; On the Job Training; Program Evaluation; School Districts; Teacher Education; *Teacher Interns
IDENTIFIERS- *California

One of California s alternative routes to teacher certification is a teaching intern program in a collaborative arrangement between an institute of higher education (IHE) and local school districts. To help determine whether internship programs are a viable alternative for training teachers in the future, a 5-year longitudinal study has been undertaken to explore the possibilities of developmental differences in teaching quality between beginning teachers (recent graduates of a teacher preparation program) and intern teachers during their first 5 years of teaching. In March 1990, 24 beginning teachers and 23 intern teachers were randomly selected from the California State University, San Bernardino campus. These teachers of grades K-6 represent 11 school districts in Southern California. During the first year, a pilot study was conducted to explore the validity of the proposed longitudinal study. The pilot study used a written survey, classroom observation using a specially designed instrument, follow-up telephone interviews, and a follow-up survey on teacher concerns. The preliminary findings show the intern teachers to be at equivalent levels or just slightly behind regularly credentialed beginning teachers in their developmental processes, a finding that, if borne out by the longitudinal study, will have serious implications for credentialing institutions. A list of 19 references and observation and survey data tables are attached. (AMH)

ED 336 400 TM 017 043

Badger, Elizabeth; And Others
Beyond Paper and Pencil.
PUB DATE- Jan 90
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; *Elementary School Students; Grade 4; Grade 8; Intermediate Grades; Junior High Schools; Mathematical Concepts; Mathematics Instruction; Mathematics Skills; *Mathematics Tests; *Problem Solving; Science Instruction; *Science Tests; *State Programs; Test Content; Test Format; Testing Programs; Thinking Skills
IDENTIFIERS- *Massachusetts Educational Assessment Program

In the spring of 1989, over 2,000 pairs of fourth- and eighth-grade students were assessed on their ability to apply mathematical and scientific concepts. The tests (administered in alternate years during the written assessments of the Massachusetts Educational Assessment Program) required students to apply what they knew about mathematics and science to solve the problems. The following eight brochures, which describe the testing program, present test items, and provide the results are presented: (1) "Background Summary" introduces the testing program; (2) "Popcorn Estimation" (both grades) requires students to estimate the number of kernels in a container; (3) "Insulation" requires eighth graders to estimate the insulating capacities of hot drink cups; (4) "Cubes" requires students in both grades to determine the number of rectangular solids that could be made with 16 cubes; (5) "Animal/Leafkey" tests classification abilities for students in both grades; (6) and (7) "Math Town" (grade 8) aned "Playground" (grade 4), respectively, involve measurement of areas and perimeters, and organizational ability; and (8) "Circuits" (both grades) tests students comprehension of electricity and simple circuits.

Although students appeared to enjoy these problems, it was evident that solving this kind of problem was new for them. Implications of the results for teaching are discussed. (SLD)

ED 336 092 IR 015 204

Department of Energy High-Performance Computing Act of 1991. Hearing before the Committee on Energy and Natural Resources, United States Senate, One Hundred Second Congress, First Session, on S. 343, To Provide for Continued United States Leadership in High-Performance Computing.

PUB DATE- 11 Apr 91

NOTE- 87p.; For related documents, see ED 332 693-694. IR 015 102-103, IR 015 105, and IR 015 125.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Computer Networks; Databases; Federal Legislation; *Federal Programs; Hearings; Higher Education; *Information Technology; Microcomputers; National Programs; *Research and Development; *Technological Advancement

IDENTIFIERS- Congress 102nd; *High Performance Computing; *National Research and Education Network; Supercomputers

This report of a hearing begins with an opening statement by Senator J. Bennett Johnston, Chairman of the Committee, and prepared statements from Committee members Larry E. Craig and Pete V. Domenici. The text of the bill, which provides for continued U.S. leadership in high-performance computing, is then presented, followed by additional statements from Senators Wendell H. Ford, Albert Gore, Jr., Jeff Bingaman, and Malcolm Wallop Testimony is also included from Siegfried S. Hecker, Director of the Los Alamos National Laboratory; Kenneth M. King, president of EDUCOM; David B. Nelson, Executive Director of the Office of Energy Research, Department of Energy; Glenn Ricart, president of FARNET; Lloyd M. Thorndyke, chief executive officer of DataMax, Inc.; and Eugene Wong, Associate Director of Physical Sciences and Engineering, Office of Science and Technology, Executive Office of the President. Responses to additional questions and additional materials submitted for the record are also provided. (DB)

ED 336 113 IR 053 714

Gregory, Vicki L.
Electronic Mentoring of Research.
PUB DATE- 1 Jul 91
NOTE- 22p.; Paper presented at the American Library Association ACRL Research Committee Program (Atlanta, GA, July 1, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Computer Networks; *Electronic Mail; Higher Education; Information Dissemination; *Information Networks; *Library Research; *Mentors; Telecommunications; *Teleconferencing
IDENTIFIERS- *Association of College and Research Libraries

On July 1, 1991, the ACRL (Association of College and Research Libraries) Research Committee launched a pilot project to mentor academic librarians in their conduct of research. Since the mentors and protegees were potentially from all over the United States, the decision was made to mentor using the electronic conferencing capability of BITNET (Because It s Time NETwork). This paper discusses the features of BITNET and examines some projects that have utilized electronic mail/conferencing in education and other related fields in terms of how their experiences and conclusions might improve the use of electronic conferencing for another group. In addition to electronic mail/conferencing in research, the roles of the moderators and participants are examined in light of the experience gleaned from other projects. The paper concludes with a discussion of the electronic mentoring process in the ACRL pilot project and some examples of electronic mentoring are presented. (Author/MAB)

ED 336 211 PS 019 976

Parent Involvement Programs in California Public Schools: Families, Schools, and Communities Working Together.

PUB DATE- Jun 91
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Services; Early Childhood Education; Elementary Secondary Education; *Family School Relationship; Home Programs; Infants; Parent Child Relationship; Parent Education; *Parenting Skills; *Parent Participation; Parent Role; *Parents as Teachers; Program Descriptions; *Public Schools; *School Community Programs; Volunteers; Young Children
IDENTIFIERS- *California

This document, which is designed to serve as a resource for school districts that are formulating comprehensive parent involvement programs, provides a representative sampling of parent involvement programs in California. Section 1 lists programs operating at the local educational level that: (1) help parents develop parenting skills and foster conditions at home that support children s efforts in learning; (2) provide parents with knowledge of the techniques they need to help children learn; (3) provide access to and coordinate community and support services for children and families; (4) promote clear two-way communication between the school and the family as to school programs and children s progress; (5) involve parents who have been appropriately trained in instructional and support roles at the school; and (6) support parents as decision makers and develop their leadership, governance, advisory, and advocacy roles. Section 2 represents other sources that were selected for inclusion because they were operating programs or provided services in the listed school districts. Finally, Section 3 describes parent involvement services available from the California Department of Education. Thirty-five references and a copy of the California State Board of Education Policy on Parent Involvement conclude the document. (SAK)

ED 336 229 RC 018 299

Tamaoka, Katsuo
Gender Differences in Learning Styles of Cree, Dene and Metis Students.
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Canada Natives; *Cognitive Style; Cultural Differences; *Cultural Influences; Foreign Countries; High Schools; High School Students; *Sex Differences
IDENTIFIERS- Canfield Learning Styles Inventory; *Cree (Tribe); *Dene (Nation); Metis (People); Saskatchewan (North)

Gender differences in various aspects of cognitive ability may be related to cultural sex roles. This paper examines gender differences in learning styles among three groups of Canada Natives. Canfield s Learning Styles Inventory, Form E, was administered to 280 Cree, Dene, and Metis (mixed-blood) students in Grades 7-9 in northern Saskatchewan communities with relatively intact Native cultures. Results indicated that, compared to Cree and Metis students, Dene students were less negative toward competitive learning situations; were less negative toward learning through written materials; and showed less preference for seeing movies, slides, and graphs. In addition, Dene students showed less preference for learning by direct experience than did Cree students. Cultural differences in learning style only partially overlapped gender differences within each cultural group. For all three groups, males had less preference than females for studying under clearly directed instruction by a classroom teacher, and males had more preference than females for such work as repairing, building, and operating equipment. There were no intergroup differences in these two areas, suggesting that these gender differences may be universal. On the other learning style scales, Cree and Metis students, but not Dene students, had similar patterns of within-group gender differences. Since these Metis students are Cree-European mixed-bloods, these similar patterns may reflect common cultural and linguistic influences. (SV)

ED 336 292   SO 021 227

Brooks, Cathy A., Ed.
Modern Art, Educational Ideology, and Curriculum.
PUB DATE- 83
NOTE- 74p.; For other bulletins, see SO 021 226-230.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; *Art Education; Cultural Influences; Elementary Secondary Education; Social Influences; *Social Theories; Social Values; Textbooks

The "Bulletin of the Caucus on Social Theory and Art Education" is an annual publication, with each issue devoted to a unified theme. This issue (divided into four parts) offers thought-provoking articles on modern art, educational ideology and curriculum, elitism versus populism, socially oriented reviews of major art education textbooks, and relevant study resources. Part 1 features three papers designated as articles: "Art Research and Curriculum to Accomplish Multicultural Goals" (Myrna T. Amdursky); "Modern Fine Art: A Vehicle for Understanding Western Modernity" (Karen A. Hamblen); and "Marginal Images: Art and Ideology in the School" (Dan Nadaner). Part 2 presents two papers featuring points of view: "For Cultural Democracy: A Critique of Elitism in Art Education" (Robert Bersson) and "Elitism versus Populism: The Continuing Debate" (Ralph A. Smith). Part 3 contains material from a forum with three papers: "A Critique of Elliot Eisner s Educating Artistic Vision " (John Jagodzinski); "Socially Relevant Practice in Art, Culture, and Environment " (Nancy R. Johnson); and "Social Relevance in Lowenfeld s Creative and Mental Growth " (Robert J. Saunders). Part 4 is an annotated bibliography from members of the caucus on social theory, compiled by Susan L. Dorsey. (DB)

ED 336 318 SO 021 460

Yesh, Patrick
Introducing Analog Drawing into a Prison Art Education Setting.
PUB DATE- Sep 89
NOTE- 177p.; M.Ed. Thesis, Queen s University (Canada).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Art Activities; *Art Education; *Art Expression; Art Products; *Art Therapy; Computer Graphics; *Correctional Institutions; Freehand Drawing; *Prisoners
IDENTIFIERS- *Analog Drawing

A qualitative research study documents the progress of an adult male art student enrolled in a grade nine art class of adult males in a federal, maximum security penitentiary. Analog drawings were used as part of the curriculum. An analog drawing is a symbolic drawing expressing one s emotions, ideas, and feelings, often used to identify and help solve problems. A framework of art education and art therapy research and practice was used. The central research question was whether the subject, along with the other inmate art students, could be taught analog drawing and then be taught how to interpret the meaning of their drawn symbols. The results of the study suggest that teaching analog drawing in a constrained prison setting is possible, and that art students can learn to formulate a problem, draw it in an artistic way, and then interpret their analog art and understand its meaning in relation to their life. (DB)

ED 336 360 SP 033 271

Hawk, Parmalee P.; Schmidt, Mary W.
Alternative Teacher Certification: Prospectives and Analysis.
PUB DATE- Oct 90
NOTE- 20p.; Paper presented to the Consortium for the Advancement of Public Education at the Annual Conference of Deans and Superintendents (1st, Greensboro, NC, October 31, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teacher Induction; *Board of Education Policy; *Career Change; Compliance (Legal); Elementary Secondary Education; Higher Education; Mail Surveys; Nontraditional Education; School Districts; Schools of Education; Teaching (Occupation)
IDENTIFIERS- *North Carolina

In 1985, North Carolina established a program known as the Lateral Entry Policy (LEP), which allows schools to hire non-certified individuals to teach in classrooms. This study was conducted in order to learn more about the individuals, the school systems, and the training process involved in LEP certification. A group of 758 teachers with a lateral entry certificate were identified and a questionnaire exploring policy questions was mailed to them. Of the 682 questionnaires that were delivered, 141 were completed and returned (21 percent). Findings from the study suggest that local school systems are making an effort to hire individuals with degrees in fields closely aligned to the subject or grade in which they are employed to teach. It was also evident that Institutions of Higher Education (IHEs) were developing plans of study to meet the individual needs of LEP teachers. One component of the state LEP that appears to be neglected is a required 10-day orientation for new LEP teachers prior to entry into the classroom. Collaborative efforts between IHEs and local systems could begin to rectify this problem. Overall, educators in North Carolina appear to be implementing the policy with integrity. (LL)

ED 335 955 FL 019 481

Moheno, Phil; Pacheco, Richard
A Transformational Bilingual Model for Teacher Education.
PUB DATE- 91
NOTE- 6p.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Case Studies; Change Strategies; *Cultural Context; *Educational Change; Elementary Secondary Education; *English for Academic Purposes; Higher Education; Independent Study; Models; *Multicultural Education; Program Design; Spanish; *Teacher Education Curriculum
IDENTIFIERS- *San Diego State University CA

At San Diego State University, the training program for bilingual education teachers was developed to systematically accommodate changing needs in education, particularly the needs to educate students with academic proficiency in both Spanish and English and to have a multicultural perspective. The emerging teacher education model empowers prospective teachers to effect positive change by helping them understand how meaning is established in human systems in the immediate context and over time. One strategy for driving systematic change involves peeling back successive layers of political and cultural factors surrounding the system s core value structure. For example, teachers must learn to give clear explanations in Spanish through understanding of the cultural and political context of the explanation and appropriate vocabulary. A central goal of the program is to develop self-directed learning, and prospective teachers are exposed to teaching strategies that give them flexibility in classroom practice. (MSE)

ED 335 997   HE 024 817

Galsky, Alan, Ed.
The Role of Student Affairs in Institution-Wide Enrollment Management Strategies. NASPA Monograph Series.
PUB DATE- Apr 91
NOTE- 140p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Declining Enrollment; Dormitories; Enrollment Influences; Enrollment Trends; *Extracurricular Activities; Group Experience; Higher Education; *Minority Groups; Private Colleges; Public Colleges; *School Holding Power; *Student Financial Aid; *Student Personnel Services; Student Personnel Workers; *Student Recruitment
IDENTIFIERS- Career Centers; *Enrollment Management

Faced with a one-fourth drop in the number of high school graduates between 1979 and 1995, many colleges and universities are responding by making themselves more attractive to students and their parents, instituting procedures to recruit students more effectively and providing a more satisfactory 4 years for the undergraduate experience using an enrollment management concept. Following a general introduction by George Keller, this monograph presents nine papers addressing various issues associated with enrollment management. The papers are: "The Many Roads to Building a Successful Enrollment Management System" (Joel M. Bagby); "Enrollment Management in the Private University" (Gary R. Bergman); "Enrollment Management in the Public University" (R. Fred Zuker); "Minority Student Recruitment Issues in Managing Enrollments" (Angela M. Robertson); "The Role of Financial Assistance within an Enrollment Management Model" (David Pardieck and Kathy Thomas); "The Role of a Career Center in Enrollment Management" (Jane Linnenburger and Jim F. Vick); "A Theoretical and Practical Guide to Student Development Programs in Enrollment Management" (Ray K. Zarvell et al.); "The Role of Cocurricular Activities and Residential Life in University-Wide Enrollment Management" (Greg Killoran and Ed King); and "Student Affairs, Enrollment Management and the University" (Alan Galsky). Nearly all papers include references. (JB)

ED 336 055 HE 024 901

Health Professions and Nurse Education. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, House of Representatives, One Hundred Second Congress, First Session, on H.R. 2405.

PUB DATE- 30 May 91
NOTE- 380p.; Serial No. 102-18.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Allied Health Occupations Education; Delivery Systems; Educational Change; Educational Trends; Equal Education; *Federal Aid; Federal Legislation; Federal Programs; Futures (of Society); Higher Education; Hospitals; *Labor Force; *Medical Education; *Minority Groups; *Nursing Education; Obstetrics; Postsecondary Education; Rural Areas; Student Loan Programs
IDENTIFIERS- *Public Health Service Act; Reauthorization Legislation

The Subcommittee on Health and the Environment met to receive testimony on federal health professions programs authorized by Titles VII and VIII of the Public Health Service Act. These programs are slated for repeal by the Bush Administration in 1992. In particular the subcommittee heard testimony on the subject of critical shortages in training allied health personnel, shortages in clinical personnel for laboratories serving rural hospitals, continuing problems encouraging disadvantaged and minority students to enter health sciences careers, and the need to expand the training of mid-level nurses, nurse practitioners and midwives. The 25 witnesses represented many professional associations and educational institutions including: Deborah M. Bash for the American College of Nurse-Midwives; Marvyn M. Dymally, California Representative to Congress; Leopold G. Selker, American Society of Allied Health Professions; Andrea Morales, a fourth year medical student at the Texas College of Osteopathic Medicine; Robert R. Graham, of the American Academy of Family Physicians; and statements from organizations including the American Academy of Pediatrics; Ambulatory Pediatric Association, American College of Physicians Society of General Internal Medicine and Association of Professors of Medicine. The document also reproduces 26 prepared statements submitted by the various witnesses and organizations. (JB)

ED 336 151 JC 910 428

Heinrich, June Sark
With Eyes of Equality: Older and Younger Students Learn in a Community College Senior Program.

PUB DATE- Mar 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Gerontology in Higher Education (17th, Pittsburgh, PA, February 28-March 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Students; Age Differences; *Community Colleges; Instructional Innovation; *Intergenerational Programs; Nontraditional Students; *Older Adults; *Participant Satisfaction; Program Descriptions; Questionnaires; *Student Attitudes; Two Year Colleges
IDENTIFIERS- *Triton College IL

In contrast to many senior education programs, the senior program at Triton College (TC) has as one of its aims bringing together younger and older students in both noncredit and credit courses without neglecting the need and desire of many older adults to learn in their own age group. The term "older students" is loosely defined at the college, but tuition is lower for those 60 years of age and older. The TC program offers a wide variety of courses especially but not exclusively for older students. All daytime noncredit courses are listed not only in a brochure for older adults, but also in the general continuing education bulletin. The courses which are most successful at attracting both older and younger students are regular credit courses. Credit courses offered in recent terms included Practical Psychology, Music Appreciation, Floral Design, and World Religions, with the last most successful in bringing together equal numbers of older and younger students. Near the completion of fall 1990, a questionnaire was administered to the 16 students who enrolled in World Religions to obtain their reactions to the mixed-age class. Four of 13 students responding were in the 17-25 age bracket, while eight of the students were over 60. While the younger students felt that they were treated somewhat condescendingly, all students, both younger and older, strongly supported mixed-age classes as beneficial to learning. Appendixes contain a paper entitled "Why Does Triton Have a Special Program for Older Adults?" a brochure on Triton s "Lifelong Learner Program in the Liberal Arts," a publicity sheet for a certificate program designed to encourage older students to take more challenging courses, and an article on TC s "Education Center on Aging." (JMC)

ED 336 169 PS 019 332

Modigliani, Kathy
Choosing Family Child Care: A Handbook for Parents.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Child Caregivers; Decision Making; Definitions; Early Childhood Education; *Family Day Care; Guidelines; Parenting Skills; *Parent Responsibility; *Parent Role; *Selection

This booklet will help parents identify what they want in a family child care program. It suggests topics to consider and describes general characteristics of high quality programs and providers. Sections focus on defining family child care, choosing a program, allowing time to find a good program, being considerate of providers, paying for child care, looking for family child care, making a decision, getting off to a good start, and making child care work. Common concerns about child care are also discussed. The section on looking for family day care offers guidelines on ways to identify possibilities, the first phone call, the visit, and the follow-up conversation. The visit is detailed in terms of: (1) caregiver characteristics, including personal relations with children, discipline, language, expertise, attitude toward parents, and the caregiver s children; (2) age-related activities of the program; (3) characteristics of the home, including space and materials; and (4) health and safety, including routines for dealing with emergencies. Also included in the booklet are a checklist, citations for additional reading, and a list of resources. (RH)

ED 336 191 PS 019 770

Wang, Margaret C.; Walberg, Herbert J.
The National Follow through Program: Lessons from Two Decades of Research and Practice in School Improvement.
PUB DATE- 90

NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; Early Childhood Education; *Educational Improvement; *Holistic Approach; Parent Participation; Staff Development; Teaching Methods
IDENTIFIERS- *Follow Through Services

The National Follow Through Program is a federally funded initiative to improve the quality of educational services for students from economically disadvantaged backgrounds. This report discusses the implementation and outcomes of the program. In the first part of the paper, a history of the program is provided and the diversity of educational approaches in Follow Through s model programs, the gains in basic skills demonstrated by Follow Through students, and the dissemination of Follow Through s model programs are discussed. The second part considers three components of the Follow Through program. These are: (1) a holistic approach to instruction; (2) the development and use of research-based instructional programs and practices; and (3) effective educational delivery systems that stress sponsorship of local projects, staff development, and implementation of parent involvement activities. The third part, a conclusion, finds that the Follow Through program is clearly an important source of knowledge waiting to be tapped, and that its most important message may be that there is a critical need to forge a two-directional exchange, indicating the need for a link between research and schooling practice. Follow through has also identified ways of dealing with the evaluation of school improvement efforts, and corroborated findings in the literature on effective teaching and school effectiveness. A reference list of 62 items is included. An appendix lists overall goals and major design features of some widely implemented Follow Through model programs. (BC)

ED 336 268 SE 052 172

Jacobson, Willard J.; Doran, Rodney L.
Science Achievement in the United States and Sixteen Countries: A Report to the Public.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 142p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Biology; Chemistry; Comparative Education; Educational Change; *Elementary School Science; Elementary Secondary Education; *Foreign Countries; Grade 5; Grade 9; Grade 12; International Cooperation; Parent Influence; Physics; Process Education; Science Education; *Secondary School Science; *Sex Differences; *Student Attitudes; Teaching Methods

The Second International IEA Science Study (SISS) had participants from 24 countries. In this report the data collected in 17 countries are analyzed and reported. Students from the 5th, 9th, and 12th grades were tested. The results from achievement tests, student questionnaires, opinionnaires, a science teaching and learning inventory, a word knowledge test, a mathematics test, and science process laboratory tests were analyzed. In addition, teachers were asked to indicate the extent to which their students had an opportunity to learn the concepts tested by each question, and these opportunities to learn (OTL) results are given in this report. There also are summaries of the responses to a short teacher questionnaire and a school questionnaire completed by a principal or some other person who could provide data about the school. Countries include Australia, Canada, England, Finland, Hong Kong, Hungary, Italy, Japan, Korea, Netherlands, Norway, Philippines, Poland, Singapore, Sweden, Thailand, and the United States. Chapters include: (1) "Introduction"; (2) "How the Study Was Conducted"; (3) "Science Achievement in the Fifth Grade"; (4) "Science Achievement in the Ninth Grade"; (5) "Achievement in Biology"; (6) "Achievement in Chemistry"; (7) "Achievement in Physics"; (8) "Science Achievement in the 1970s and 1980s"; (9) "Sex and Science Achievement"; (10) "Science Process Laboratory Skills"; (11) "The Influences of School and Home"; (12) "Teachers and Teaching"; (13) "Teaching and Learning of Science"; (14) "The Opportunity to Learn"; (15) "Student Attitudes Toward Science and School"; and (16) "Toward a Better Science Education." (KR)

ED 336 420 TM 017 217

Ligon, Glynn; Mangino, Evangelina
A Call for a New National Norming Methodology.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Computer Uses in Education; *Data Analysis; Data Collection; Educational Change; Educational Innovation; *Educational Technology; Elementary Secondary Education; Evaluation Methods; *National Norms; Sampling; Scoring; *Standardized Tests; *Test Norms

Issues related to achieving adequate national norms are reviewed, and a new methodology is proposed that would work to provide a true measure of national achievement levels on an annual basis and would enable reporting results in current-year norms. Statistical methodology and technology could combine to create a national norming process that would publish an annual national norm soon after test users complete their regular annual testing programs. This approach would be supplemented by a small national normative sample and adjusted by a factor to reduce the influence of users. This approach would also include almost immediate turnaround of the current-year norms to allow schools to report their annual scores using those norms. Schools already giving a test would transmit their data electronically to a central location. Schools in the normative sample would test and transmit their data. A current year norm table could then be produced. This type of norming procedure would probably require a national center for test norming, as well as cooperation among test publishers. Cooperation from school districts would be secured by the fact that they could have national norms within weeks of transmitting their raw data. It should ultimately be possible to establish a national educational achievement indicator to rival Scholastic Aptitude Test scores--an indicator with the simplicity of the Dow Jones average or the Consumer Price Index. Nine figures illustrate the discussion. (SLD)

ED 335 978   HE 024 775

Computer Systems for International Education.

SPONS. AGENCY- College Board, New York, NY.; Texas Univ., Austin.; United States Information Agency, Washington, D. C.

PUB DATE- 85

NOTE- 54p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Admissions Officers; Colleges; Computer Software; *Computer System Design; *Computer Uses in Education; Costs; *Databases; Data Collection; Foreign Student Advisers; *Foreign Students; Higher Education; *Information Systems; Student Placement; Universities

This guide, designed to help institutions plan integrated information systems which will enable them to meet their needs for data on foreign students was developed during a 3-day seminar in February, 1984. The first of five chapters provides a brief introduction on how to use the planning guide. Chapter 2 contains information designed to guide the systems analyst in working with the foreign student adviser and foreign admissions officer to establish a system which will aid the institution in meeting mandatory external reporting requirements, as well as internal planning and administrative needs. Chapter 3 introduces the basic concepts of computerization and system design and provides guidance on the options available. The special needs of the foreign student office are discussed in chapter 4. Tips are provided for foreign student advisers for coordination with other departments, as well as the systems department, in collecting and using data. The final chapter provides a summary of what a model foreign student information system might look like. Appendices include resource lists of useful references and organizations which may be of assistance. In addition, a description is given of coding systems which are currently available for foreign countries, fields of study, and foreign educational institutions. Contains a 25-item bibliography. (GLR)

ED 336 018 HE 024 838

Johnson, F. Craig
Application of Tools of Quality to Education. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Charts; Check Lists; College Administration; Evaluation Methods; Flow Charts; Graphs; Higher Education; *Institutional Evaluation; Institutional Research; *Quality Control; *Recordkeeping; *Records (Forms); Self Evaluation (Groups)
IDENTIFIERS- *AIR Forum

This paper reports on applications of quality tools, developed for industrial settings, to educational management and instruction at three technical education centers. The necessary data were collected by the centers as they prepared for registration to the International Standards Organization Quality Assurance Standards. Application was made of the following tools: flow charts, histograms, control charts, parato charts, and check sheets. In some cases, application of these tools identified quality problems and in other cases led to more advanced analysis. In all cases, the tools provided the institutions with a better understanding of how they might improve educational quality. Examples of each of the methodologies are provided. The importance of these tools to the individuals doing the work is stressed, as well as the role of institutional researchers in persuading educators to use these tools. Includes seven references. (DB)

ED 336 114 IR 053 715

Piette, Mary I.; Smith, Nathan M.
A Tutorial on Using ERIC On Disc. Educational Resources Information Center CD-ROM Database.
PUB DATE- Nov 89
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bibliographic Databases; College Libraries; Guidelines; Higher Education; Information Retrieval; Information Seeking; Online Searching; *Optical Data Disks; *Search Strategies; Subject Index Terms; Users (Information)
IDENTIFIERS- *ERIC

This manual introduces the novice searcher to ERIC on Disc and discusses how to prepare for a search by creating a search statement; how to locate ERIC terms using the Thesaurus of ERIC Descriptors; and how to modify and limit the search using boolean logic. A computer keyboard illustration accompanies descriptions of the functions of the keyboard, and a step-by-step search using ERIC descriptors--i.e., subject headings--is presented. Sample screens are provided to illustrate this process. The manual concludes with an overview of other search methods and additional search options (e.g., word/phrase index, author name, title, journal, publication year), and a sample document record is provided. (MAB)

ED 336 134 JC 910 407

Grunder, Patricia
Measuring Institutional Effectiveness through the Strategic Planning Process.
PUB DATE- Aug 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); *College Administration; *College Outcomes Assessment; *College Planning; Community Colleges; *Institutional Mission; Long Range Planning; Mission Statements; *Organizational Effectiveness; Outcomes of Education; School Surveys; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Santa Fe Community College FL

Designed to assist faculty, staff, and administrators in understanding the strategic planning process at Florida s Santa Fe Community College (SFCC) and to help them develop guidelines to measure the effectiveness of their unit, department, or administrative area, this report outlines the key missions of the community college, presents sample criteria and measures specific to the strategic planning process, and includes an institutional self-assessment instrument. First, an introductory section reviews a set of proposed outcomes measures developed by a task force of Florida community college presidents, and discusses measures of external and internal effectiveness. Next, the 10 institutional mission goals of SFCC are presented. Intended to assist in the development of strategic self-evaluation plans, the remaining five sections provide a series of suggested criteria and related measurements for determining the effectiveness of: (1) the college administration, with suggestions including on-going evaluation of academic advisement, personal counseling, and career counseling and of admission, registration, and financial aid procedures; the development of a marketing plan; and research needs; (2) the transfer mission, with suggestions including pre- and post-testing to assess students mastery of the general education core, defining "normal academic progress," and measuring student satisfaction; (3) the technology and applied sciences mission, with suggestions including reports on academic progress and pre- and post-testing to measure students mastery of prerequisite course content and theoretical and technical skills; (4) the developmental education mission, including suggestions regarding the testing, evaluation, and advisement of at-risk students; validation of placement strategies; and faculty development regarding student diversity; and (5) the community education mission, including suggestions regarding the review of course objectives, assessment of the economic impact of community education courses, and establishment of a dialogue with all areas of the service district. An administrative flow-chart, references, and an Institutional Self-Assessment Instrument developed by the American Association of Community and Junior Colleges are included. (PAA)

ED 336 293 SO 021 228

Milbrandt, Lanny, Ed.
Theoretical and Pragmatic Relationships of Art Education and Social Circumstance.
PUB DATE- 84
NOTE- 84p.; For other bulletins, see SO 021 226-230. The majority of the papers in this volume were derived from presentations made at the 23rd annual National Art Education Association Conference.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Elementary Secondary Education; Social Influences; *Social Theories
IDENTIFIERS- Art in the Mainstream (NAEA); Read (Herbert)

The "Bulletin of the Caucus on Social Theory and Art Education" is an annual publication, with each issue devoted to a unified theme. The theme of this issue is the theoretical and pragmatic relationship of art education and social circumstance. This issue examines critical practice in art education, recognizes the significant contributions of Herbert Read from a humanist frame of reference, continues to dialogue on the Art in the Mainstream (A.I.M.) statement, and examines the use of metaphor from a social perspective. The volume features nine articles: "The Arts, School Practice, and Cultural Transformation" (Landon E. Beyer); "What Is the Meaning of Art Means Work ? A Critical Response to the A.I.M. Statement" (Cathy A. Brooks); "The Cultures of Aesthetic Discourse (CAD): Origins, Contradictions, and Implications" (Karen A. Hamblen); "A.I.M. Revisited" (Jack A. Hobbs); "Art Education and the Social Use of Metaphor" (Nancy R. Johnson); "Educational Policy and Social Transfiguration" (Lanny Milbrandt); "Social Theory and Social Practice in Art Teacher Education" (Dan Nadaner); "The Nature of Philosophical Criticism" (Ann L. Sherman); and "The Humanism of Herbert Read" (Charles G. Wieder). (DB)

ED 336 319 SO 021 462

Contemporary Perspectives on the Constitution and Separation of Powers.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 90
NOTE- 59p.; Presentations made at the Constitutional Institute for Teachers (Washington, DC, June 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constitutional History; *Constitutional Law; *Governmental Structure; *Law Related Education; Political Science; Secondary Education; United States History
IDENTIFIERS- *Separation Of Powers; *United States Constitution

A collection of essays designed to provide educators and other interested individuals with contemporary perspectives on the U.S. Constitution and separation of powers is presented. Separation of powers refers to one of the enduring principles of the U.S. constitutional system of government, in which governmental powers are subject to a division of labor in terms of function. The following essays are included: Origins of Separation of Powers and Mixed Government (Murray Dry); The Separation of Powers in Colonial and Early National Experience (Donald S. Lutz); Origins of Separation of Powers and the Judiciary (James R. Stoner, Jr.); Separation of Powers, Judicial Law Making and the Preservation of Freedom (Robert Peck); Separation of Powers and the Power of the Purse (Kate Stith); Separation of Powers and Current Relations between Congress and the President (Robert A. Strong); Checks and Balances: Adjusting the Constitution to Meet Modern Circumstances (Donald Robinson); The Framers View of Executive Power (Daniel Troy); The Dynamics of Constitutional Decision Making: The Real Picture (Louis Fisher); Sentencing Commission Tests Separation of Powers--and Passes (John R. Steer); Tough Times for Separation of Powers (Patrick McGuigan); and The FCC and the Need for Independent Agencies (Stephen Sharp). (DB)

ED 336 401 TM 017 048

Hall, Gene E.; George, Archie
Development of a Framework and Measure for Assessing Principal Change Facilitator Style.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Change Agents; Educational Change; Elementary School Teachers; Elementary Secondary Education; Field Tests; Foreign Countries; *Instructional Leadership; Likert Scales; Mail Surveys; *Principals; Questionnaires; Secondary School Teachers; Teacher Attitudes; *Test Construction
IDENTIFIERS- *Change Facilitator Style Questionnaire; Facilitators; Netherlands; *Teacher Surveys; United States

A framework is proposed for describing the underlying dimensions of different styles that principals have as facilitators of change. A measure, the Change Facilitator Style Questionnaire, was developed to assess these dimensions and change facilitator styles. A review of the literature suggested an organizing framework of the following dimensions: (1) concern for people; (2) organizational efficiency; and (3) strategic sense. Two poles were determined for each dimension. A six-point Likert-type scale was designed for teacher assessment of each item, and 12 to 14 items were developed for each pole of each dimension. In the fall of 1987, field test packets were prepared or distributed in English and Dutch versions. In all, 679 responses representing 46 schools were received in the United States, with local rates of response varying from 95% to 36%. The field test confirmed the usefulness of the structure, and items tended to have consistency within each cluster. The next steps in the development of the measure will be to refine the scoring system, conduct a validity study, and review the Dutch field study. Two figures describe the styles and dimensions. A 25-item list of references is included. (SLD)

ED 336 093 IR 053 617

Davis, Estelle

Guide to Science and Engineering Libraries in the Metropolitan Area.

PUB DATE- Jun 90

NOTE- 66p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Academic Libraries; *Engineering; Higher Education; High Schools; *Library Collections; *Library Services; Public Libraries; Reference Materials; School Libraries; *Sciences; Special Libraries

IDENTIFIERS- *New York (New York Metropolitan Area)

This directory profiles 98 science and engineering libraries in the New York City area. The libraries that have been selected are those most easily accessible to the public. The entries for the libraries are alphabetically arranged and numbered sequentially, and each entry provides the following information: the founding year; subject coverage; address; phone number; hours; contact person; whether the library is open to the public; special collections; and a listing of the library s online services, if any. An index by library name concludes the directory. (MAB)

ED 336 212   PS 019 977

Burton, Leon H.
Joy in Learning: Making It Happen in Early Childhood Classes. NEA Early Childhood Education Series.
PUB DATE- Sep 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Creativity; Curriculum Development; Early Childhood Education; Integrated Curriculum; Play; *Self Esteem; *Teacher Role; *Teacher Student Relationship; Teaching Methods; *Young Children
IDENTIFIERS- *Joy

A premise of this book for teachers of young children is that all learning should be challenging, interesting, and enjoyable. Chapters include: (1) A Philosophy for Early Education (concerning the nature of young children, learning contexts, societal expectations); (2) Child Development (concerning independence, self-esteem, cooperative interaction, creative expression, problem solving, physical capability); (3) Joy and Pleasure (concerninng categories of pleasure, joy theory); (4) The Teacher s Role in Joyful Learning (concerning characteristics of successful teachers, design of educational encounters, teacher language and dialog, orchestration and delivery, assessment of joy in learning); (5) Establishing Enjoyable Educational Climates (concerning learning environments, educational climates); (6) Play: Importance to Joy in Learning (concerning dramatic, imitative, symbolic, spontaneous, ritual, and experimental play); (7) Presenting Content in an Enjoyable Way (concerning knowledge structures, the curriculum approach, conceptual development and sequentialism, cyclical organization, curriculum integration, styles of presentation); and (8) Joy Stimulators in Learning and Schooling (concerning a happy beginning for the school day, high quality educational experiences, rights, moods, the process of improving conditions, positive outcomes, school environments, variety of objects and events, dress, speech, vocabulary, affection and touch, the language of praise, rush-hour teaching, courteous language, the process of learning how to learn, a happy ending to the school day, and other topics). Eleven references are listed. (SAK)

ED 336 341 SP 033 074

Clarke, Desmond C.

Conceptions of the Principles and Practices of Effective Staff Development: A Caribbean Perspective.

PUB DATE- 90

NOTE- 29p.; Paper presented at the Annual Meeting of the National Reading Conference (Miami, FL, November 27-December 1, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cultural Context; *Educational Theories; Elementary Education; *Elementary School Teachers; Foreign Countries; Inservice Teacher Education; Reading Instruction; *Staff Development; *Teacher Attitudes; *Teacher Background

IDENTIFIERS- Caribbean Islands

This research focused on the perceptions of primary teachers (N=337) in the Eastern Caribbean concerning the principles, activities, and delivery strategies that would inform staff development efforts to meet their professional needs. In particular, the research sought to establish whether, given the sharp contextual differences between the Eastern Caribbean and the developed countries in which most of the published research has been done, there was a corresponding difference in orientation with respect to teachers perceptions of the principles and practices that constitute effective staff development. Findings indicate that none of the independent variables (teaching experience, level of training, grade level taught) had any significant influence on the teachers perceptions of the principles which should undergird staff development. The data suggest a strong endorsement of the process-oriented approach to staff development and a preference for problem-based active learning modes which are overtly clinical. A high priority was accorded to a team approach to staff development, representing a strong call for more school-based input. The data showed that the teachers endorsed the participatory, process-oriented model prevalent in the literature of more developed countries. (IAH)

ED 336 361   SP 033 272

Struyk, Lydia Ruth
Self-evaluation Procedures for Teachers.
PUB DATE- 91
NOTE- 24p.; Paper presented at the Summer Conference of the Association of Teacher Educators (Minot, ND 1991); reproductions from the observation instrument will not reproduce clearly because of small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Rating Scales; *Classroom Observation Techniques; *Classroom Techniques; Elementary School Teachers; Elementary Secondary Education; English Instruction; Middle Schools; Secondary School Teachers; *Self Evaluation (Individuals); Teacher Effectiveness; Teaching Experience; *Videotape Recordings
IDENTIFIERS- Transition Observation Instrument

A set of self-evaluation procedures using videotape was developed to provide teachers with a means for observing their teaching and then reflecting on what occurred. The self-evaluation model consists of two components: (1) a transition observation instrument (TOI) which was designed based on classroom management variables known to influence transition effectiveness; and (2) a user s manual consisting of basic information needed to code the TOI and a reference text on classroom management strategies. For the actual videotaping a timeline was developed for distinguishing allocated time from transition time and determining the lengths of allocated time segments and transition time segments within class activities. The evaluation procedures were field tested with experienced elementary, secondary, and college teachers who watched a videotape of a middle school science teacher and coded the TOI following procedures described in the manual. A teacher using the procedure would videotape his or her own classroom activities, watch the videotape, and code observed classroom management variables onto the TOI. A detailed scenario of a middle school English teacher s use of the procedure illustrates how it functions. (AMH)

ED 335 956 FL 019 482

Travaux Neuchatelois de Linguistique (Neuchatel Working Papers in Linguistics).
PUB DATE- Dec 88
NOTE- 97p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Communicative Competence (Languages); Contrastive Linguistics; Diachronic Linguistics; *Discourse Analysis; Educational Strategies; Foreign Countries; *French; Interaction; *Interpersonal Communication; Language Research; *Latin; Linguistic Theory; Second Language Instruction

This collection of working papers in linguistics includes four works. "Autour de la racine indo-europeenne pet- (voler) (pour servir a l histoire des faits latins)" ("Concerning the Indo-European Root Pet- (To Fly) (To Serve as an Example of Latin Facts)" by Claude Sandoz looks at the Latin manifestations of the root and illustrates the value of historico-comparative analysis. In "Analyse hierarchique et fonctionnelle du discours: co-enonciation et mouvement discursif" ("Hierarchic and Functional Discourse Analysis: Co-Enunciation and Discourse Movement"), Therese Beguin-Jeanneret applies discourse analysis in a new way, a conversation between two children and an adult. "Quelques remarques sur l excommunication dans les interactions verbales en face a face" ("Some Remarks on Excommunication in Verbal Face-to-Face Interactions") by Serge Rubi examines conversational processes used to break off one topic of discussion for various reasons. In "Enseigner le francais L2 a des debutants avec une methode communicative " ("Teaching French as a Second Language to Beginning Adults with the Communicative Method"), Francoise Redard reflects on her own experiences teaching French to this population, focusing on whether having the objective of

immediate communication is appropriate in all cases. (MSE)

Vinsonhaler, Jeane C.; Vinsonhaler, John F.
Using a Multivariate Statistical Model To Bridge the Gap between Data and Decision Making. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Databases; *Decision Making; *Differences; *Educational Quality; Higher Education; *Institutional Characteristics; *Institutional Evaluation; Models; Research Universities; Statistical Analysis
IDENTIFIERS- *AIR Forum; Michigan State University; University of California Berkeley

This project examined the use of quantitative statistical models to bridge the gap between commonly available university data and knowledge for decision making. A method using a multivariate statistical model is discussed in the context of academic quality in higher education. A "problem-oriented" data base designed to study quality and using quality determiners, quality indicators and proxy quality indicators was built using data from the 170 doctoral institutions in the United States. Using this tool, the study examined five institutional profiles: University of California-Berkeley, 1982 and 1986; University of California-Berkeley and Michigan State University, 1986; Average State of California Doctoral Institution, 1982 and 1986; Average State of Michigan Doctoral Institution, 1982 and 1986; and University of California-Berkeley 1986 Actual and Simulated Profiles. The paper suggests two ways of using data to improve decision making: (1) by showing how administrators could view the impact of their past decisions on the academic quality of their institutions; and (2) by simulating, for administrators, the impact of alternative decisions on the academic quality of their institutions. Concerning the profiles, the study noted the following characteristics; that they: are stable over time; reflect national trends; can uncover major institutional, state, and regional policy differences; show a high association between faculty compensation and faculty reputational quality; reflect the strength of the relationship between the Quality Determiners and the Quality Indicators, and reinforce the strategies currently used by high-quality universities. The paper includes 18 references and 5 tables. (JB)

ED 336 074 IR 015 083

Lee, Mi Ok C.
Guided Instruction with Logo Programming and the Development of Cognitive Monitoring Strategies among College Students.
PUB DATE- 91
NOTE- 28p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Cover title differs.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *College Students; Computer Assisted Instruction; Discovery Learning; Educational Strategies; Higher Education; *Learner Controlled Instruction; Problem Solving; *Programed Instruction; Programing; *Thinking Skills; Transfer of Training
IDENTIFIERS- *Guided Discovery Approach; *Logo Programing Language

This study examined the effects of guided programmed instruction with Logo programming on the development of cognitive processes and thinking skills among college students. Logo programming has been advocated as a powerful tool to help students develop higher order thinking, an awareness of their thinking processes, and problem solving skills; however, it is suggested that Logo programming alone is not enough. Students must develop cognitive monitoring strategies, i.e., strategies that enable them to be independent learners and to transfer learning or training from one situation to another. Guided Logo instruction in this study involved three pedagogical elements: (1) Logo programming was selected as a learning tool to teach cognitive monitoring strategies; (2) an explicit model of cognitive monitoring processes was included in the Logo programming; and (3) explicit teacher mediated instruction of cognitive monitoring activities was facilitated in a Logo programming environment as well as outside of the programming domain. The results of the study demonstrated that the discovery learning and learner control of instruction inherent in guided Logo instruction positively affected both near and far transfer of cognitive monitoring strategies. It is recommended that further research be conducted for longer periods of time, using different academic subject material,

younger students, and students of differing achievement levels. (68 references) (Author/DB)

ED 336 230 RC 018 301

A Time of Challenge...A Time for Change: The Role of Higher Education in the Rural West.

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Jul 89
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Distance Education; *Economic Development; *Higher Education; Nontraditional Education; *Public Service; *Role of Education; Rural Areas; *Rural Development; School Community Programs; *School Community Relationship

Higher education institutions can play a vital role in terms of stabilizing and revitalizing rural communities. Despite cyclical and structural changes in a declining rural economy, many rural residents wish to remain in their communities and maintain rural lifestyles. If rural communities are to survive, new opportunities and new skills must be created and acquired. In addition to rural development efforts of federal programs and private businesses, higher education institutions can provide public services to rural communities. Rural communities can benefit from the various roles played by different types of institutions such as research, off-campus instruction, technical assistance, or entrepreneurship training. The community school can provide a location for telecommunications and other distance learning systems. Offering college courses in rural areas can positively affect rural development. Obstacles to increasing the involvement of higher education include: (1) higher education emphasizes scholarly pursuits rather than public service; (2) academicians and politicians operate in different organizational cultures with different time frames; (3) gubernatorial requests to a university may be regarded with skepticism; and (4) information on successful programs is not widely known. The report recommends that governors use various methods to enhance the public service role for universities and colleges, with specific attention to rural areas. (KS)

ED 336 249 RC 018 337

Grant, Agnes
University Reaches Out--Programs Bring Education to Communities.
PUB DATE- Jun 90
NOTE- 8p.; Transcript of article appearing in "The Manitoba Teacher," Vol. 68, No. 4, June 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; *American Indians; *Community Centers; Educational Innovation; Foreign Countries; Higher Education; *Teacher Centers; *Teacher Education Programs
IDENTIFIERS- *Brandon University MB; Canada; *Manitoba

Brandon University s teacher education programs address the need to train Native people to teach in Indian schools. A mature entry policy allows students to enter the university without a high school diploma, provided they are at least 21 years old. Several programs lead to four-year Bachelor of Education degrees. Through the Program for Educating Native Teachers (PENT) students work as teacher assistance for 8 months of the year and spend two 6-week periods a year on campus doing course work. Throughout the year, two PENT staff members travel into the communities to supervise student teaching. Through the Brandon University Northern Teacher Education Program (BUNTEP), centers have been developed and located in isolated communities. Every center has a coordinator who is responsible for local administration, student teaching, and community liaison work. Travelling professors deliver courses in a block of time and move on to the next center. Communities can apply for BUNTEP centers if they have the facilities for 20 to 30 applicants. Disadvantages and criticisms of the program are: (1) the programs are diluted; (2) some students lack English skills; (3) students lack opportunities outside their communities; and (4) course choices are limited. Advantages include the success rates of students, an emphasis on respect for Native cultures, adequate counselling for students, and the high rate of employment of graduates. (KS)

ED 336 382 SP 033 311

Wakeford, Mary E.; Williams, Valerie S. L.
The Use of NTE Communication Skills and General Knowledge Scores for Admission to Teacher Education Programs: Policy Recommendations.
PUB DATE- 90
NOTE- 12p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Research Triangle Park, NC, March 29-30, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Standards; Communication Skills; Elementary Secondary Education; *Grade Point Average; Higher Education; Licensing Examinations (Professions); *Policy Formation; Predictive Validity; *Preservice Teacher Education; Scores; *Selective Admission; *Standardized Tests; Teacher Education Programs; *Test Use
IDENTIFIERS- *National Teacher Examinations; NTE Test of Professional Knowledge

Policymakers adopt basic skills tests as admission requirements for programs of teacher education to increase the accuracy of admissions and, ultimately, to increase the competence of the teaching force. The tests are regarded as an independent measure of student academic competence. A multiple regression study of the incremental predictive validity of the test scores shows that basic skills test scores do not improve the prediction of students success in teacher education programs when the grade point average of the first 2 years of college is available. The use of college grade point averages alone are recommended to measure academic achievement and to predict future academic achievement. It is also recommended that candidates for admission to teacher education programs submit scores on standardized tests of basic skills at the time of admission, but that a qualifying score not be designated. A final recommendation asserts that prospective teachers achieve a qualifying score on a test of basic skills before licensure.

ED 336 421 TM 017 227

NAGB Sets Standards for the 1990 NAEP Mathematics Assessment.
National Assessment Governing Board Bulletin.
PUB DATE- Jun 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; *Educational Assessment; Elementary Secondary Education; Evaluators; Grade 4; Grade 8; Grade 12; *Mathematics Achievement; Mathematics Tests; *National Norms; National Surveys; *Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress; National Standards; *Standard Setting

The National Assessment Governing Board (NAGB) of the National Assessment of Educational Progress (NAEP) adopted mathematics achievement standards on May 11, 1991 that will be used to report results on the 1990 assessment of mathematics. NAEP achievement levels are descriptions, based on informed judgments, of what students should know and be able to do at grades 4, 8, and 12. The levels for 1990 mark the first time the NAEP has set benchmarks for determining how well students performed, rather than simply reporting how they performed. Three achievement levels, Basic, Proficient, and Advanced, are defined for each of the three grades tested. These levels are defined, and nine sample test items are provided. The Proficient level corresponds with the national goal for student achievement. These levels were defined over an 18-month period with the assistance of approximately 700 judges. The results of the 1990 mathematics tests will be used to assess the utility of achievement levels for mathematics, reading, and writing for the 1992 assessments. (SLD)

ED 335 998 HE 024 818

Young, Robert B., Ed.
The Invisible Leaders: Student Affairs Mid-Managers.
PUB DATE- Oct 90
NOTE- 156p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Career Development; Higher Education; *Middle Management; Professional Development; *Student Personnel Workers

This monograph, intended for a broad range of student affairs practitioners, provides eight papers on mid-level managers in higher education student affairs whose needs have perhaps been subsumed within other aspects of career tenure or career specialty. The following papers are included: "Defining Student Affairs Mid-management" by Robert B. Young; "Moving In, Out, Up, or Nowhere? The Mobility of Mid-managers" by Meg Benke and Carol S. Disque; "Mid-management Role Issues: Expectations, Conflicts and Ambiguities" by J. Roger Penn; "Press and Stress: A Comparative Study of Institutional Factors Affecting the Work of Mid-managers" by Janet White, Laura Webb, and Robert B. Young; "Through the Looking Glass: A Case Study of Perceptions of and about Mid-managers" by Frances Lucas; "Professional Development and Career Issues for Mid-managers" by D. Stanley Carpenter; "Professional Development Strategies" by William A. Bryan and Richard H. Mullendore; and "Making the Most of Mid-management" by Robert B. Young. Most of the chapters offer extensive references. (JB)

ED 336 094 IR 053 642

Niemeyer, Mollie D.

Evaluation of the Missouri Statewide Bibliographic Database on CD-ROM.

PUB DATE- 90

NOTE- 107p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Bibliographic Databases; Electronic Mail; Library Automation; Library Cooperation; Library Statistics; Library Surveys; *Machine Readable Cataloging; Online Catalogs; *Optical Data Disks; Shared Library Resources; State Programs; Telecommunications; *Union Catalogs; User Needs (Information); *Use Studies

IDENTIFIERS- *Missouri

In 1988 the State of Missouri became involved in a project to develop a statewide bibliographic database in which a CD-PAC (a library catalog contained on CD-ROM) of the machine-readable records available from all types of libraries was produced. This study was conducted to assess the impact of the Missouri Statewide Bibliographic Database (MCAT), along with the use of ALANET for communications, and to report the findings. A questionnaire was mailed to all recipients of the initial database. The 166 responses received accounted for 70.3% of the total population. Based upon the information supplied by the users, it is evident that the MCAT is being used, although the extent of that use varies. It is noted that both the size and type of the library in question affects the degree of MCAT use.

While smaller libraries without a wealth of other resources welcome the MCAT as a useful tool, it is the public libraries that comprise the majority of users. The primary reason given for non-use was the lack of necessary equipment. It is also observed that statewide databases are under consideration in other states. Missouri has been among the pioneers to implement a statewide bibliographic database, and its assessment will aid the Missouri State Library in planning future developments. A copy of the survey instrument and comments from the survey respondents have been provided. (33 tables) (Author/MAB)

ED 336 170 PS 019 340

Facts about Family Day Care Regulation. NCJW Center for the Child Fact Sheet Number 4.
PUB DATE- Jul 89
NOTE- 3p.; For other fact sheets, see PS 019 341-343.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Certification; Early Childhood Education; *Family Day Care; State Programs; *State Standards
IDENTIFIERS- Fact Sheets; *Family Day Care Providers; *State Regulation

Most states regulate family day care, mainly through licensing and registration. Some states offer a choice of licensing or registration, while others regulate family day care on a voluntary basis. Requirements for family day care regulation vary tremendously. Some believe that family day care providers do not stand to gain anything from regulation; that becoming regulated means that family day care providers will lose a large portion of their already substandard earnings by having to pay taxes; that government has no business regulating family day care providers; and that regulation of family day care is ineffective because few family day care providers come forward to be regulated. But these beliefs are mistaken. The fact is that for most providers, the benefits of becoming licensed or registered outweigh the costs. Most providers owe little if any tax because they can take substantial deductions. Regulatory agencies should be perceived as a necessary safeguard in the child care system rather than as policing agents. Providers can be successfully drawn into a regulatory system when it is well-designed and administered. (RH)

ED 336 269 SE 052 175

Watts, Mike; Bentley, Di
An Instructional Man-Trap : Anthropomorphic and Animistic Thought in Constructivist Science Education.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Faint type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Concept Formation; Developmental Stages; *Elementary School Science; Elementary Secondary Education; *Misconceptions; Piagetian Theory; Science Education; *Secondary School Science; *Teaching Methods
IDENTIFIERS- *Anthropomorphism; *Constructivism

This paper addresses two distinctive issues concerning animistic and anthropomorphic thought in the context of constructivist science education. The first concerns the extent of such ways of thinking, both within science itself and within school science. The second concerns the implications of this for theories of instruction in science education. The first section briefly considers the historical perspective of the exorcism of anthropomorphism from science. The second examines a variety of research into youngsters animism and anthropomorphism, exploring data from school science students in particular. The third looks at the way science is presented in school, the potential for the positive use of anthropomorphic explanation and in the fourth considers some of the ways in which it might proceed given the arguments that have been made. The final section attempts to summarize the discussion. (KR)

ED 335 979 HE 024 777

Statistical Profile of Higher Education in West Virginia, 1989-90
and 1990-91.
PUB DATE- 91
NOTE- 229p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical
(143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; College Faculty; College Students; Comparative Analysis; Data Analysis; Degrees (Academic); *Enrollment; Fees; Full Time Faculty; Full Time Students; Higher Education; Income; In State Students; Out of State Students; Part Time Students; *Private Colleges; Profiles; *Public Colleges; *Salaries; *State Universities; Statistical Data; Trend Analysis
IDENTIFIERS- *West Virginia

This report summarizes data on enrollment, degrees conferred, faculty characteristics, and fiscal data submitted by West Virginia s public and private institutions of higher education for 1989-90 and 1990-91. Chapter 1 provides a snapshot of the enrollment status 10 days following registration for the semester. Ten-year tables show trends in headcount and full-time equivalent (FTE) enrollment. Chapter 2 presents an analysis of the degrees conferred and the teacher certifications awarded during the 1989-90 academic year by the public and private institutions of West Virginia. Chapter 3 presents faculty characteristics and remuneration at each West Virginia public institution of higher education. The fourth and final chapter summarizes the current operations of the State College and University Systems of the State covering the time period from July 1, 1989, to June 30, 1990. The chapter also addresses current operating and capital revenue and expenditures. Information is drawn from financial reports completed by each institution shortly after the close of the fiscal year. (GLR)

ED 336 019 HE 024 839

Schultz-Gerstein, Hans-G.
Changes in Institutional Research in Germany. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 11p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Faculty; Curriculum Development; Economic Change; *Educational Change; Foreign Countries; Higher Education; Institutional Research; *Institutional Role; Legal Problems; *Political Influences; Revolution; *Social Change
IDENTIFIERS- *AIR Forum; East Germany; *Germany

This paper recounts the legal, political, and educational changes in former East Germany as the nation has become reunified, and considers the implications of reunification for institutional research at East German universities. After a brief sketch of legal, geographic, and demographic highlights, the decrepit conditions of East German university buildings are noted. The paper then offers observations of East Germans streaming across the border when it was first opened in November 1989. The educational experience of a typical East German student is reviewed, noting that a file was kept documenting the student s political attitudes to ensure the power of the Communist Party

ED 336 056 HE 024 904

Hearing on the Reauthorization of the Higher Education Act of 1965--Postsecondary Education Pipeline. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, First Session.
PUB DATE- 2 May 91
NOTE- 254p.; Serial No. 102-22.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Delivery Systems; Educational Change; Educational Trends; *Equal Education; Federal Aid; Federal Legislation; Federal Programs; Futures (of Society); Higher Education; Labor Force; Minority Groups; Postsecondary Education; *Student Loan Programs
IDENTIFIERS- *Higher Education Act 1965; *Reauthorization Legislation

As part of the process of developing the reauthorization legislation for the Higher Education Act of 1965 and its descendants, the Subcommittee on Postsecondary Education heard testimony on questions pertaining to the postsecondary education pipeline and the requirements of the future work force. In particular the testimony addressed the questions of who is in the educational pipeline toward postsecondary education; what are the requirements of the future work force, particularly for persons with postsecondary education; and what are the challenges facing postsecondary institutions in their efforts to educate those in the education pipeline. On these questions, the following witnesses spoke: Arnold Packer, co-author, Workforce 2000; Anthony Carnevale, American Society for Training and Development; Carol Frances, Carol Frances Plus Associates; K. Scott Hughes of K. Scott Hughes Associates; Stephen Trachtenberg, President of George Washington University; Eugene Deloatch, Dean of Engineering, Morgan State University; and Ken Lay, International Business Machines, Director of International Education. The document also includes prepared statements, letters and supplemental materials from the witnesses as well as Stephen J. Blair of the National Association of Trade and Technical Schools, and E. Thomas Coleman, Representative to Congress from Missouri. (JB)

ED 336 115 IR 053 716

Hazen, Dan C.

The Production and Bibliographic Control of Latin American Preservation Microforms in the United States.

PUB DATE- Jun 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Archives; *Cataloging; Financial Support; Foreign Countries; Grants; Library Collections; *Microforms; *Microreproduction; *Preservation; Questionnaires; Records Management; Surveys
IDENTIFIERS- *Latin America; *United States

The Commission on Preservation and Access sought to increase its knowledge of Latin American microfilms produced and available outside of Latin America itself by studying Latin Americanist microfilming activity in the United States. The immediate goal of this study was to minimize unnecessary Latin American filming duplication. This report summarizes the current state of this type of microfilming activity in the United States, and, to a lesser degree, in other world areas. After briefly reviewing the historical context of microfilm production and its bibliographic control, the report points out subject and format areas in which filming has been particularly extensive. It also suggests strengths and weaknesses of filming efforts to date and indicates the principal institutional and commercial sources of Latin Americanist microfilm masters. The five appendices present the following information: (1) list of the major microform sets of Latin Americanist emphasis; (2) summary results of sample surveys concerning preservation information; (3) text of the questionnaire and the survey responses; (4) the Princeton cataloging record for a collection of ephemeral materials from the Research Libraries Information Network; and (5) a list of recent Latin Americanist preservation microfilming projects funded by grants. A list of scholarly and historical collections that have been preserved concludes the document. Each entry contains a brief description of the preserved collection, the name and location of the institution that received the grant funds for preservation, a shortened name of the granting agency and the date of grant. Further information about funding sources is also included. (MAB)

ED 336 152 JC 910 429

De Michele, Douglas

Accessibility and Use of Recreational Sports Facilities at Florida s Community Colleges.

PUB DATE- 9 Jul 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Athletics; Community Colleges; *Community Services; *Physical Education Facilities; *Recreational Facilities; *Recreational Programs; *School Community Relationship; State Surveys; Two Year Colleges; Use Studies
IDENTIFIERS- *Florida

In an effort to determine the percent of use of sports facilities on Florida community college campuses, a survey was sent to community college presidents and campus recreation directors throughout the Florida Community College System (FCCS). The survey, distributed to all 25 branch campuses and 28 primary campuses in the system, was designed to determine the size of the facilities, and the percent of use by the athletic program, the physical education program, and the campus recreation program. To supplement the data provided in the 24 returned questionnaires, additional information was gathered from past research and personal observations of facilities. Study findings included the following: (1) 79% of the FCCS campuses had gymnasium; (2) 22% of the use of the gymnasiums was for community recreational activities; (3) 84% of the campuses provided weight rooms for their student body, with 30% of their use for community recreational activities; (4) 49% had multi-purpose rooms (17% community recreation); (5) 51% had rooms designated for aerobic dance (15% community recreation); (6) martial arts facilities were available at 32% of the campuses (18% community recreation); (7) 26% had aquatic facilities (47% community recreation); (8) 84% had tennis courts (52% community recreation); and (9) 60% had a softball field, 21% had a golf range, 56% had fitness trails, 63% had a baseball field, and 23% had an archery field. Detailed data tables are included. (PAA)

ED 336 192 PS 019 776

Wakai, Kunio, Ed.
Research and Clinical Center for Child Development Annual Report, 1989-1990, No. 13.
PUB DATE- Mar 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attachment Behavior; *Child Development; Children; Disabilities; Early Intervention; Foreign Countries; Infant Behavior; Infants; Inhibition; Interpersonal Competence; *Mothers; *Parent Child Relationship; Preschool Education; *Social Development; Verbal Communication
IDENTIFIERS- *Child Behavior; Japan; United States

This report contains a series of articles from Japan, New Zealand, and the U.S. dealing with child development. The articles concern: (1) a social dynamic theory of early human development and a program of research based on this theory; (2) the need for intervention and the structure of intervention for children with disabilities on the island of Hokkaido; (3) the idea that when the theme of self eclipses the theme of relationship in individual development, a condition described as Acquired Relationship Deficiency Syndrome results; (4) the results of a study of the relation between mother-infant interactions and attachment classifications; (5) the results of a study of children s retrospective reports of earlier behavior that was classified as inhibited or uninhibited; (6) a review of the literature on verbal interactions among preschool children and mothers in the U.S.; (7) the tenets of a sociocultural approach to mediated action; and (8) the results of a study of interactions between Japanese mothers and children during picture storybook reading. Reference lists are appended to some articles. A roster of members of the Research and Clinical Center for Child Development is included. (BC)

ED 336 294 SO 021 229

Muth, Helen, Ed.
Social Ramifications of Art Education.
PUB DATE- 85
NOTE- 112p.; For other bulletins, see SO 021 226-230.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Elementary Secondary Education; Social Influences; *Social Theories; Teacher Behavior; Teaching Methods

The "Bulletin of the Caucus on Social Theory and Art Education" is an annual publication, with each issue devoted to a unified theme. The theme of this issue is the social ramifications of the teaching of art. This issue focuses on art teachers to gain a perspective on the art education process as a socially relevant experience. The volume features nine papers: "The Art Educator As Disenfranchised Intellectual: A Problem of Social Legitimation" (Karen A. Hamblen); "Hold the Pickles, Hold the Lettuce Special Orders Do Upset Us: The Franchise System in American Art Education" (Tom Anderson); "Cultural Knowledge: The Unrecognized Responsibility of Art Education" (Helen J. Muth); "Art As a Social Study: Theory Into Practice" (Graeme Chalmers); "Thought on Social Contextualism in Art and Art Education" (Tom Anderson); "Art Education in Social Context" (Dan Nadaner); "Playing in Public or Creatively Expressing the Aesthetic Dimension in Social Life" (Duke Madenfort); "Nicaragua, Art and Social Change: Interviews With Three Artists" (Betty LaDuke); and "Who Needs It: A Review of Instant Art Instant Culture " (David M. Quick). (DB)

ED 336 320 SO 021 534

Dorn, Charles M.
A National Association: Our Growth, Organizational Development and Special Projects.
PUB DATE- Mar 91
NOTE- 19p.; Paper presented at the Annual Conference of the National Art Education Association (Atlanta, GA, March 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Centralization; *Educational History; Elementary Secondary Education; Higher Education; *Organizational Change; *Organizational Development; *Organizations (Groups); Political Influences; Social Influences; Teacher Associations; Visual Arts
IDENTIFIERS- *National Art Education Association

The establishment of a unified voice, the development of a learned society, and the democratization of the National Art Education Association s (NAEA) governance are the three most significant changes that have occurred in the development of the NAEA since its establishment in 1947. During NAEA s foundational years, 1947-1958, many important changes occurred in U.S. education including a power shift in teacher training from teacher colleges to universities and the expansion of teacher education programs and the public school system to meet the challenges of the baby boom. During that time, the NAEA was one of five art education organizations. The demographics and scholarly make-up of the NAEA membership changed due to the expansion of art teacher education programs, and the terminal degree required for teaching college art education programs was raised to the doctorate level. The NAEA reorganized between 1962 and 1970. A constitution drafted in 1964 organized four regional associations and the NAEA into a single national association. Two events influenced this action: President Lyndon Johnson s "Great Society," which resulted in new federal funds for research in education, and the growing militancy of the nation s teachers who were demanding a greater voice in the operation of the nation s schools. The NAEA evolved as a single national voice through its reorganization with a unified membership representing teachers of art through single conferences and publication programs highlighting national standards for the profession. These important changes occurred because of the post-war changes in U.S. education, the vision and steadfast leadership of the NAEA governance, and the loyal support of its membership. (KM)

ED 336 402   TM 017 050

Multicultural Reading and Thinking. Executive Summary and McRAT Report.

PUB DATE- Jan 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Educational Strategies; *Elementary School Students; Intermediate Grades; Multicultural Education; Portfolios (Background Materials); *Program Effectiveness; Program Evaluation; *Reading Programs; Reading Skills; Skill Development; *State Programs; Teaching Methods; *Thinking Skills; Writing Skills
IDENTIFIERS- *Arkansas; *Multicultural Reading and Thinking Program AR

The Multicultural Reading and Thinking (McRAT) Program of the Arkansas public schools is described, and results of a study of its effectiveness are reported. The McRAT Program is a process that empowers teachers to refocus instruction and restructure standard curricula for higher order thinking. The multicultural emphasis provides a meaningful context for thinking activities and encourages parent and community involvement. Instruction focuses on: (1) analysis; (2) comparison; (3) inference and interpretation; and (4) evaluation. Assessment of student progress and achievement involves several performance-based measures, including portfolios, with emphasis on student writing. In 1989-90, a study was conducted involving 340 randomly-selected students in the McRAT Program in grades 4, 5, and 6 in six schools. Achievement of these students was compared with that of students receiving typical instruction. McRAT Program students made significant progress in their abilities to reason and to communicate in writing, and their achievement gains were significantly higher regardless of socioeconomic factors. Implications for compensatory education, teacher training, and educational reform are discussed in the context of the National Education Goals for the Year 2000. Ten figures and three tables are included. (SLD)

ED 335 999 HE 024 819

Terrell, Melvin C., Ed.; Wright Doris J., Ed.
From Survival to Success: Promoting Minority Student Retention. Monograph Series Volume 9.
PUB DATE- Dec 88
NOTE- 146p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)

DESCRIPTORS- Academic Achievement; Academic Persistence; Cultural Pluralism; *Higher Education; *Minority Groups; Multicultural Education; *School Holding Power
IDENTIFIERS- Diversity (Student); *Multicultural Centers

This monograph presents issues regarding minority student retention in higher education stressing the commitment of successful programs to campuswide cultural diversity as well as the importance of helping these students compete and succeed in the high tech world of the 21st century. In Chapter One, "Minority Student Retention: A Moral and Legal Imperative," Francisco Q. Ponce traces the historical evolution of college student retention while articulating minorities educational beginnings on predominantly white campuses. Next, Suzan Armstrong-West and Magdalena H. de la Teja examine "Social and Psychological Factors Affecting the Retention of Minority Students." In Chapter Three, "Academic Integration: Tools for Minority Retention," Mary H. Edmonds and Debra P. McCurdy offer a student focused model for retention programs. Next, Shirley Stennis-Williams and others discuss "The Emergent Role of Multicultural Education Centers on Predominantly White Campuses", especially the role of these centers in student retention. In the final chapter, Doris J. Wright and others look at "The Future of Minority Retention," warning that political climate, funding changes flowing from the 1990 Census and the increase of students from single- or teen-parent households all present future challenges. Most of the chapters offer extensive references. (JB)

ED 336 171 PS 019 341

Facts about Volunteers. NCJW Center for the Child Fact Sheet Number 5.

PUB DATE- Nov 89
NOTE- 3p.; For other fact sheets, see PS 019 340-343.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Child Welfare; Community Services; *Participant Characteristics; Public Service; *Social Change; Voluntary Agencies; *Volunteers
IDENTIFIERS- Fact Sheets

Volunteering is a vital and widespread activity in the United States; in fact, volunteers perform many essential community functions. Those who believe that most volunteers are women with time on their hands, that volunteers just do "charity work," and that volunteers are a source of cheap labor who can replace paid professionals and thus reduce social service spending are mistaken. In fact, women who volunteer increasingly have full- or part-time employment. Volunteers have a tradition of pioneering social change. Volunteer labor is an effective resource only when there is a strong infrastructure of paid professionals to support its development. The role of volunteers is not to supplant paid professionals, but rather to extend their work. While volunteer organizations can provide leadership and other resources to address community needs, solutions will only be found through coordinated public and private initiatives, including initiatives involving federal, state, and local governments, social service organizations, advocacy groups, the business sector, and funders. (RH)

ED 336 213 PS 019 986

Weiss, Heather B.; And Others

Innovative Models to Guide Family Support and Education Policy in the 1990s: An Analysis of Four Pioneering State Programs.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.; Rockefeller Foundation, New York, N.Y.

PUB DATE- Mar 90
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Programs; *Demonstration Programs; Early Childhood Education; *Educational Policy; *Family Programs; Parents as Teachers; Prevention; Program Development; Program Implementation; State Aid; *State Programs
IDENTIFIERS- *Family Policy

This report focuses on the formulation and implementation of family support and education policies in four states, all of which have established programs that provide the core services of parenting education, early childhood development activities, parent support groups, and information about other community agencies. The initiatives are family-centered; preventive, as opposed to interventionist; nonbureaucratic; and community-based. This report is based on field and documentary research carried out over two years. Findings of the research are discussed in terms of placement of family support and education in policy agendas, funding, definitions of state and local roles, and suggestions for future research. Missouri s Parents as Teachers Program, Minnesota s Early Childhood Family Education Program, Connecticut s Parent Education and Support Centers, and Maryland s Family Support Centers are described in detail. Descriptions in each case include a historical overview, a discussion of program development and implementation, and a program evaluation. Appendixes provide a chronology of events for each program s development, and an overview of the states evaluations. (BC)

ED 336 231 RC 018 306

Inuit Games.
PUB DATE- 89
NOTE- 128p.
LANGUAGE- English; Inupiaq

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletics; Cultural Activities; Elementary Secondary Education; *Eskimos; Exercise; Foreign Countries; *Games; *Recreational Activities; Teaching Methods
IDENTIFIERS- *Arctic; Canada (North)

The purpose of this publication is to record the traditional games played by the Inuit and to preserve a unique form of sports and recreation found in northern Canada. Written in English and Inupiaq, this manual contains descriptions of games played throughout the Arctic with special emphasis on the Keewatin Region, suggestions for teaching Inuit games and other organized games in the school or community setting, descriptions of equipment and how to make it, and other information relevant to recreational programs. Most traditional Inuit games involve competition between two people and require strength, concentration, coordination, and flexibility--skills essential for traditional hunting and survival. Originally, Inuit games were played spontaneously and in an unstructured way. Many games in this manual have been written up in a form applicable to more structured competition. Contents include kicks, reaches, pulls, pushes and push-ups, hangs and rope gymnastics, lifts, hops and jumps, twists and rotations, wrestling, quiet games and active games, teaching methods, equipment, and warm-up activities. (SV)

ED 336 250 RC 018 339

Huang, Gary; Howley, Craig
Mitigating Disadvantage: Effects of Small-Scale Schooling on Student Achievement in Alaska.

PUB DATE- Aug 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educationally Disadvantaged; Intermediate Grades; Junior High Schools; Multiple Regression Analysis; Rural Education; *School Size; Small Schools; *Socioeconomic Status; Student Characteristics
IDENTIFIERS- *Alaska

This paper examines the hypothesis that school size mediates the effect of disadvantaged status on the achievement of individual students. A previous study using national data from the High School and Beyond data set failed to confirm the hypothesis. This study sought to test the hypothesis further by limiting the analysis to students in a single state, using multiple indicators of educational disadvantage, and applying more rigorous control over background variables known to affect academic achievement. The group studied included all (13,553) students in Grades 4, 6, and 8 who had attended the same school since first grade and who had participated in the fall 1989 Alaska Statewide Student Testing Program. The disadvantaged status of students was rated on a scale of 0-4, with 1 point each given for minority ethnic status, migrant education status, Chapter 1 status, and handicapped status. Data were analyzed with multiple regression analysis, controlling for school resources, school climate, and student academic background. While the overall average achievement score was lower for students in small schools than in large schools, results indicated that: (1) the negative effect of disadvantaged background on student achievement is significantly less in small than in medium or large schools; and (2) the interaction of disadvantaged status and school size explains an additional, significant amount of variance in student achievement. (Author/SV)

ED 336 342 SP 033 102

Cross, Christopher T.
Education Research and Development for Teacher Learning: Leadership Roles.
PUB DATE- 27 Feb 91
NOTE- 21p.; Speech before the Annual Meeting of the American Association of Colleges for Teacher Education (Atlanta, GA, February 27-March 2, 1991).
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Educational Objectives; *Educational Research; Elementary Secondary Education; *Government Role; Higher Education; *Research and Development Centers; *Research Utilization; Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- *Knowledge Base for Teaching; National Education Goals 1990; *Office of Educational Research and Improvement

For student learning to improve, teacher learning must also improve. Currently, teachers are not being prepared to foster student learning in reasoning, problem solving, or explaining. These are skills required by the national goals. Considerable research has been done on the learning needs of teachers; however, this research is not reaching practicing or prospective teachers. Teacher education institutions and the research community share responsibility for failing to transmit research findings to teachers and train them to use the findings. Several Office of Educational Research and Improvement (OERI) research centers have conducted studies which relate to teacher learning needs. A major OERI priority is dissemination of research. Other OERI activities which relate to improving teacher education include: "The Campaign to Support America s Teachers," a 3-year program to provide teachers with relevant and timely research-based information; "Partnerships for Innovative Teacher Education," which provides grants for partnerships between institutions of higher learning and local school districts to establish school-based professional development for prospective and practicing teachers; and the Federal Coordinating Council for Science, Engineering and Technology (FIX-IT), a federal interagency group which focuses on the enhancement and preparation of mathematics and science teachers. (IAH)

ED 336 362 SP 033 273

Hargreaves, Andy
Prepare To Meet Thy Mood? Teacher Preparation Time and the Intensification Thesis.
PUB DATE- Apr 91
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Collegiality; Elementary Education; Elementary School Teachers; Foreign Countries; School Schedules; *Teacher Attitudes; Teacher Responsibility; *Teaching Conditions; *Teaching Load; *Time Management; *Time Perspective
IDENTIFIERS- *Intensive Scheduling; Ontario; Professionalism; *Teacher Preparation Time

This paper identifies particular propositions and claimed empirical realizations that make up the intensification thesis and examines them with regard to their educational applicability, particularly to elementary teachers workloads. The propositions claimed within the intensification thesis indicate that intensification: (1) leads to reduced time for relaxation; (2) leads to lack of time to keep up with one s field; (3) reduces opportunities for interaction with colleagues; (4) creates chronic work overload that fosters dependency on outside experts; (5) reduces the quality of service by encouraging corner-cutting; (6) leads to diversification of responsibility; (7) creates and reinforces scarcity of preparation time; and (8) is voluntarily supported by many teachers and misrecognized as professionalism. This paper also reports findings from an investigation of the relationship between teacher preparation time and the intensification thesis. Data are presented from interviews with elementary teachers (N=28) in which teachers were questioned about their uses and perceptions of preparation time and about their broader understanding of their work as elementary school teachers outside their scheduled class responsibilities. The study showed that intensification is a real problem for teachers and that it explains many of the changes being witnessed in teachers work, but it does not fully explain them. More free or preparation time is only a partial solution to the problems. (IAH)

ED 336 422 TM 017 230

Rodgers, Natalie; And Others
High Stakes Minimum Skills Tests: Is Their Use Increasing
Achievement? ORE Publication Number 90.25.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *Achievement Tests; Analysis of
Covariance; Grade 11; Graduation Requirements; High Schools;
*High School Students; Longitudinal Studies; *Mathematics
Achievement; *Minimum Competency Testing; Multivariate
Analysis; School Districts; Testing Problems; Testing Programs;
*Test Use
IDENTIFIERS- Austin Independent School District TX; *Tests of
Achievement and Proficiency; Texas Educational Assessment of
Minimum Skills

Changes in mathematics achievement at grade 11 before and after the implementation of the Texas Educational Assessment of Minimum Skills (TEAMS) were studied in an urban school district in Texas. High stakes tests are used by state education agencies and school districts to monitor and increase educational achievement. The TEAMS is a minimum skills testing program; mastery of its exit level became a graduation requirement in 1987. Performance of students in the district was examined over a span of 5 years with 12,404 11th-graders (about 2,400 each year). For each subject, a percent correct score was determined for basic skills and high level skills categories of the Tests of Achievement and Proficiency. The grade point average of each student was included as a covariate to control for differential effects of instruction on students with varying previous achievement. Multivariate analysis of covariance was used. Over the period, basic skills scores did improve. It had been hypothesized that high level scores would decrease, as less attention was paid to higher achieving students when teachers concentrated on minimum performance. High level scores did not decrease, but they did not improve significantly. In addition, in the final year considered, after four years of concentration on the minimum competencies, both basic and high level scores declined. Implications for testing are discussed. One table and one graph present study data. (SLD)

ED 335 957 FL 019 483

Grosjean, Francois, Ed.
Les sciences du langage a l Universite de Neuchatel. Travaux Neuchatelois de linguistique (Language Sciences at the University of Neuchatel. Neuchatel Linguistic Working Papers) No. 15.
PUB DATE- Dec 89
NOTE- 316p.
LANGUAGE- French; English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Applied Linguistics; Child Language; Classroom Techniques; Consonants; Contrastive Linguistics; Dialects; *Discourse Analysis; Educational Strategies; Error Correction; Foreign Countries; French; Higher Education; Intonation; Language Maintenance; *Language Patterns; Language Proficiency; Logic; Oral Language; Psycholinguistics; *Second Language Instruction; Semantics; Sociolinguistics; Standard Spoken Usage; Syntax
IDENTIFIERS- Europe; *Universite de Neuchatel (Switzerland)

The journal of linguistics of the University of Neuchatel (Switzerland) contains information on the programs and faculty and articles in French (F) and English (E). They include: "From Behavioral Psychology to Sociolinguistics: Ten Years of Linguistics Applied to Language Teaching at Neuchatel" (F); "Intonation and Syntax: Neurolinguistic Contribution to the Study of the Role of Intonation Factors in Establishment of Syntactico-Semantic Relations of Phrase Constituents" (F); "Dialect and School in the European Countries" (E); "Experimental Psycholinguistics: A Science at the Crossroads of Several Disciplines" (F); "Teaching By Pictures or Through Pictures?" (F); "The Hidden Side of French" (F); "Phenomena of Regression in Linguistic Competence in Second Language Learning in a School Situation" (F); "What Is Logic Today?" (F); "Assimilation of Consonants in Spoken French" (F); "Good Usage is My Usage: Linguistic Norms and Procedures for Correction of Themes" (F); "Interaction Management and Discourse Complication: Narrative Sequences in Non-Native Language Conversation" (F); "Contrastive Analysis: History and Current Situation" (F); "Study of Interrogative Forms in French in 3-Year-Olds" (F); "Toward a Rhetoric of Implicit Content: The Example of Jokes" (F); "The Structure of the Minimal Utterance as Condition of Access to Interpretive Strategies" (F); and "Language Evaluation: Representative and Communicative Dimensions" (F). (MSE)

bureaucracy in determining the student s access to higher education. Problems that institutions of higher education now face are noted, including identifying whom to fire, what to do with educators trained to teach Marxism-Leninism and the Communist infused humanities, social sciences, and especially, economics and jurisprudence. Efforts by the West to help East German universities are mentioned. (DB)

ED 336 020 HE 024 840

Grumbles, Kent; Hinkle, Dennis
Participatory Planning Using Computer-Based Modeling. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 14p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Administration; *Computer Oriented Programs; Computer Uses in Education; Expenditures; Higher Education; Income; *Institutional Research; *Long Range Planning; *Management Information Systems; *Models; *Participative Decision Making
IDENTIFIERS- *AIR Forum; Butler University IN

This paper examines effects of combining long-range planning and computer-based modeling in institutions of higher education, with examples from application at Butler University (Indiana). The model was developed due to a need to obtain a 5-year forecast of revenues and expenditures and consists of eight dynamic submodels--one for each of the five academic colleges, an endowment spending submodel, a financial aid submodel, and a main university submodel, all interactively linked. The university submodel is the primary model and incorporates two types of data: (1) planning variables; and (2) summaries of revenues and expenses affected by these variables. The five academic college submodels incorporate expected changes, and such data as retention rates, average number of credit hours per student, class size, and student/faculty ratios. The model is unique in requiring input from both administrative and academic units. Contributions of the model have included enabling the administration to comprehend the effects of student enrollments on tuition revenues, to integrate academic deans into financial planning, to orient newly hired administrators and deans, and to foster participatory planning. (Includes 21 references.) (DB)

ED 336 038 HE 024 859

Schwabe, Robert A.

Total Quality Management: Statistics and Graphics. AIR 1991 Annual Forum Paper.

PUB DATE- May 91
NOTE- 30p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Applicants; *Data Analysis; *Educational Quality; *Graphs; Higher Education; Influences; Institutional Research; Quality Control; School Holding Power; *Statistical Analysis; Teacher Student Ratio
IDENTIFIERS- *AIR Forum; Pareto Diagrams; *Total Quality Management

In the context of the discipline of quality control, this paper identifies many of the tools which may reinvigorate the statistical and graphical toolkits in higher education. Certain statistical and graphical issues are discussed by means of examples and hypothetical situations, and techniques are introduced that have application for the pursuit of total quality management and that draw upon confirmatory and exploratory data analysis. First, the paper considers the cause and effect diagram as a graphical technique for developing approaches to the subsequent gathering of data with respect to a given effect or outcome. Next the Pareto diagram, a tool for prioritizing or otherwise seeing the magnitude of various causes affecting an outcome is examined. A discussion of control charts follows naturally from a consideration of statistical thinking and the importance of understanding variation in the processes that provide opportunities for change. The concept of statistical control is introduced to aid in the handling of special-causes, common-causes and the subsequent system change. A later section briefly explores how some of these techniques may be applied to current university concerns such as student retention, application flow and yield and faculty allocation. The paper contains 6 graphs and 16 references. (JB)

ED 336 075 IR 015 085

Morton, Chris; Mojkowski, Charles

The Place of Global Reality in Interdisciplinary Settings: Using Modern Technology to Link Classrooms for Globalization.

PUB DATE- Mar 91

NOTE- 10p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (San Francisco, CA, March 16-19, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Networks; Cultural Differences; Curriculum Enrichment; Educational Environment; Educational Technology; Elementary Secondary Education; Formative Evaluation; *Global Approach; Interdisciplinary Approach; *Telecommunications

IDENTIFIERS- *Global Education

The Global Education Model (GEM) Project, an undertaking of the Putnam-Northern Westchester Board of Cooperative Educational Services, is part of a larger effort to link students throughout the United States with their counterparts in other countries. GEM s educational technology is augmented by implementing, testing and analyzing nationally recognized programs to investigate the educational application of international telecommunications in classrooms, its effect on instruction, and the strategies required for successful, expanded school-based use. The model is based on the assumption that a global approach to education, with attention paid to cultural differences and an emphasis on interdisciplinary studies, will better prepare children to live, learn, and work as twenty-first century citizens. Formative evaluation of the GEM Project reinforces the importance of structured planning, educational applications, and coordination. The National Geographic Society s KidsNet and the University of Maryland s ICONS constitute the formal part of the GEM research process; informal programs have also been developed in the New York/Moscow Schools Telecommunications Project using experience gained from the formal programs. Developing a telecommunications support system for a global education program requires attention to a comprehensive global education curriculum, powerful communications processes, and appropriate technology connections; staff development is a key ingredient of all three components. Global education provides a motivating experience for students and teachers to connect with the larger world of learning and work that is outside the school, and often outside their own community and country. (7 references) (DB)

ED 336 095 IR 053 645

Trahan, Eric

Comparing Computerized and Paper Based Information Retrieval Systems in Library Public Services: A Meta-Analysis.

PUB DATE- Dec 90

NOTE- 40p.; M.L.S. Thesis, State University of New York at Albany.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)

DESCRIPTORS- *Bibliographic Databases; *Card Catalogs; Comparative Analysis; *Indexes; *Information Retrieval; Information Technology; Library Automation; Meta Analysis; *Online Catalogs; *Online Searching; Relevance (Information Retrieval)

A meta-analytical literature review was performed on the literature in which computerized and paper based information retrieval systems were compared. Specifically, online catalogs were compared with card catalogs, and online bibliographic retrieval was compared with searching printed indexes. Studies which included information on relevance, precision, time, or costs of searching were selected. A total of 25 studies published between 1967 and 1989 met the selection criteria, producing a total mean effect size of -0.383. The analysis revealed that there were no significant differences between the two systems for the variables of relevance, time, or costs. The paper based systems were significantly superior on the precision variable. The variance in individual study results could not be explained by any of the factors that were included in the analysis. These factors included the publication date, publication mode, method of effect size computation, library environment, and search complexity. It is hypothesized that the variability in study methodology might explain the variability in study results. Specific recommendations are made for more standardized methods in future research in which information retrieval systems are compared. The individual study results are appended. (54 references) (Author/MAB)

ED 336 135 JC 910 408

Seybert, Jef
The Economic Impact of Johnson County Community College on the Kansas City Metropolitan Area, 1988-89.
PUB DATE- Apr 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Cost Effectiveness; Cost Estimates; *Economic Development; Economic Factors; *Economic Impact; *Educational Economics; *Expenditures; *School Community Relationship; Tax Allocation; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS; Kansas (Kansas City); Missouri (Kansas City)

In an effort to estimate the economic impact of Johnson County Community College (JCCC) on the Kansas City Metropolitan Area for 1988-89, the Ryan-New Jersey model was used to examine both direct and indirect economic influences of the college. Direct economic impact was assessed by examining institutional expenditures in the metropolitan area; expenditures of college employees in the area; expenditures of students; and expenditures of campus visitors in the metropolitan area. Indirect impact was assessed through the use of a mathematical multiplier applied to the direct impact indicators to account for additional business volume generated through re-spending of the direct expenditures. Results of the study included the following: (1) estimates of expenditures in the metropolitan area were 12,042,072 for the institution, 6,715,689 for employees, 25,689,160 for students, and 0 for visitors, for a total of 44,446,921 in direct economic impact; (2) application of the mathematical multiplier produced a total spending impact of 100,005,572; (3) in addition to business volume impact, JCCC generated a total of 3,698 full-time jobs in the Kansas City Metropolitan Area; and (4) for every dollar spent by taxpayers in support of JCCC, 3.08 was returned to the area s economy by the institution. A detailed description of the economic impact model utilized; a glossary of terms; a review of all data sources; the data calculation worksheet; flow charts; and the actual data are included. (PAA)

ED 336 193 PS 019 782

Helling, Mary Kay; And Others
Choices in Parenting Strategies: A Link to Self-Monitoring.
PUB DATE- 20 Apr 91
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Children; Child Responsibility; *Conflict; Context Effect; *Expectation; Family Environment; Family Influence; Mothers; Parent Attitudes; *Peer Relationship; Problem Solving; *Siblings
IDENTIFIERS- *Self Monitoring

The purpose of this study was to investigate a possible link between differences in parents reactions to conflict involving their children and their children s older peers or siblings, and differences in their children s self-monitoring level. It was hypothesized that children who were high in self-monitoring would come from environments in which parental expectations differed in response to differences in context. A total of 34 mothers were administered the adult Self-Monitoring Scale and responded to 10 hypothetical situations. Their children completed the Junior Self-Monitoring Scale. Findings indicated a significant effect in regards to situation; all mothers adjusted their responses as a function of situation. In addition, mothers attributions of responsibility for solving problems were a function of their and their children s self-monitoring status. Results are discussed in terms of parent personality, child personality, and the interaction between the two. (Author/RH)

ED 336 270 SE 052 176

Thiesse, James L.

A Layman s Guide to Thrust Engine Development for Super/Hyper Sonic Flight.

PUB DATE- Mar 91
NOTE- 18p.; Adapted from a Paper presented at the International Technology Education Association Conference (Salt Lake City, UT, March 18-22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Air Transportation; *Aviation Technology; Engineering; *Engines; Military Science; National Defense

The intention of this paper is to discuss the advances in thrust engines from the initial development of the J58/SR-71 (JT11D-20) of the U.S. Air Force s SR-71 Blackbird to the development of the RAM and SCRAM engines necessary to propel the new generations of high-flying super-speed aircraft. Engineering complexities suggest that the engines and their development cannot be fully discussed without referring to the airframe and the integrated design and manufacturing required for the aircraft. A description of the turbojet engine, the fanjet engine, SR-71 development, and the Scramjet system are included. A picture of the F110-GE-100 engine airflow is appended. (KR)

ED 336 295 SO 021 230

Muth, Helen, Ed.
Aesthetic Response to Art.
PUB DATE- 86
NOTE- 114p.; For other bulletins, see SO 021 226-229.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Aesthetic Education; Art Criticism; *Art Education; Elementary Secondary Education; Folk Culture; Social Influences; *Social Theories; Student Attitudes

The "Bulletin of the Caucus on Social Theory and Art Education" is an annual publication, with each issue devoted to a unified theme. The theme of this issue is aesthetic response. The following papers focus on the audience and the persons responding to art: "Attitudes of Three Urban Appalachian Teenagers Toward Selected Early Modern American Paintings" (Bonnie Southwind); "Issues Posed by the Study of Folk Art in Art Education" (Kristin G. Congdon); "Children s Views on Art in the Primary Grades, K-3" (Nancy R. Johnson); "Seeing Eye to I: Perceptual Development and Sense of Self" (Charles G. Wieder; Mary Ann C. Gray); "The People s Show: Promoting Critical Response" (Mary Stokrocki); and "The Pervasiveness of Culture: Significance for Art Education" (Barbara A. Boyer). The panel papers on the Feldman Model are: "The Feldman Method of Art Criticism: Is It Adequate for the Socially Concerned Art Educator?" (Tom Anderson); "Various Applications of the Feldman Method" (Jack Hobbs); "The Feldman Approach: A Catalyst for Examining Issues in Art Criticism Instruction" (Karen A. Hamblen); and "Feldman on Feldman" (Edmund Feldman). The final paper, "Professional Networking in Art Education" (Karen A. Hamblen) is an informative essay on the social and political underpinnings of art education from within the profession itself. (DB)

(Author/LL)

ED 336 383 SP 033 314

Anglin, Leo W.; And Others
The Missing Rung of the Teacher Education Ladder: Community Colleges.
PUB DATE- Mar 91
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (42nd, Atlanta, GA, February 27-March 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Community Colleges; Higher Education; *Intercollegiate Cooperation; Minority Groups; Minority Group Teachers; *Preservice Teacher Education; *Program Development; *Schools of Education; Teacher Education Programs; *Teacher Recruitment; Transfer Policy; Two Year Colleges
IDENTIFIERS- Cuyahoga Community College OH; Kent State University OH

The demographics of a declining minority teaching population are well documented. Community colleges enroll 43 percent of all the Black and 55 percent of all the Hispanic undergraduates in the United States. By reviewing previous barriers to community college student transfer into teacher education programs and recent trends creating a favorable atmosphere for such transfer, a case is built for incorporating community colleges as an important rung in the teacher education ladder. A working model (The Teaching Leadership Consortium) for a community college-university minority teacher recruitment project is described. Recognizing that such recruitment efforts are complex and are complicated by institutional barriers, the paper offers six recommendations for those considering the adoption of a similar recruitment strategy. These recommendations include: (1) a formal signed partnership agreement; (2) a boundary spanner role; (3) careful joint planning; (4) coordinated student support systems; (5) a community college pre-education curriculum; and (6) field experience/preservice arrangements with local schools. Fourteen references are included. (AMH)

ED 335 980   HE 024 778

Douglas, Joel M., Ed.
Collective Bargaining in Higher Education: The 1990 s.
  Proceedings of the Annual Conference (18th, New York, New York,
  April 23-24, 1990).
PUB DATE- Apr 90
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from
  EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Collective Bargaining; College Faculty; Comparable
  Worth; *Court Litigation; *Economic Factors; Employer Employee
  Relationship; Faculty College Relationship; Health Care Costs;
  *Higher Education; Labor Legislation; *Labor Relations;
  *Political Issues; Retirement; Unions

This report of proceedings provides transcripts of 14 speeches concerning collective bargaining in higher education. Conference themes were: unionized employment relations; and the economic, political, and legal issues of the 1990s that are viewed as being influential in the collective bargaining process. The speeches are as follows: "Union Employment Relationships in the 1990 s," (John R. Stepp); "Mutual Gains Bargaining for Higher Education," (Raymond A. Friedman); "Negotiation Models for the 1990 s," (Louis Stollar); "Retirement Options of the Future," (Clifton Wharton); "Faculty Compensation in the 1990 s," (Arnold Cantor); "Salary Equity Four Cell," (Lois Haignere); "Health Care Cost Containment in the 1990 s," (William Hembree); "Life in the Academy after University of Pennsylvania v. EEOC," (Ann H. Franke); "Confidentiality and the Tenure Review Process after University of Pennsylvania v. EEOC," (Mark D. Hopson); "Anti-Discrimination Law and Academic Freedom after University of Pennsylvania v. EEOC," (Charles Shanor); "Keeping Academics Out of Court: Judicial Responses to Faculty Litigation and How To Avoid It," (Barbara A. Lee); "Campus Bargaining and the Law: The Annual Update," (Nicholas DiGiovanni, Jr.); "Union s Role in Politics in the 1990 s: Lobbying and Coalition Building," (G. Terry Madonna); and "Political Action and Public Sector Higher Education Unions: California and Hawaii--Two Success Stories," (VirginiaAnn G. Shadwick). References follow papers. (GLR)

ED 336 057 HE 024 905

Farnham, Nicholas
Race Relations on American College Campuses: The Need for a Higher Level of Inclusiveness.
PUB DATE- Apr 90
NOTE- 11p.; Statement developed at an Educational Leadership Program meeting in March 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Campuses; *Citizen Participation; Colleges; College Students; Community Colleges; Democracy; Economically Disadvantaged; Equal Education; Futures (of Society); Higher Education; Labor Force; *Minority Groups; *Racial Relations; School Holding Power; Two Year Colleges
IDENTIFIERS- *Diversity (Student)

Responding to declines in the percentages of minorities enrolled in college, 24 educational leaders from around the country met to discuss their campus race relations problems and to formulate a statement on their findings. This document reproduces that statement. The signers see three national imperatives: (1) a moral imperative to make a new commitment to equal access to education; (2) an economic imperative of economic progress dependent on the national ability to educate the work force; and (3) a political imperative that the viability of a free democracy depends on a fully educated and participating citizenry. They also recommend that educational leaders allocate funds in such a way as to increase diversity on campuses, value diversity, overcome racism and ethnocentrism, work to increase retention of economically disadvantaged students, enhance employment opportunities within the university for minorities, invest in and prepare the next generation of teachers in a way that reflects the new inclusiveness, and establish stronger partnerships with two-year and community colleges. The text includes a list of signers and their affiliations. (JB)

ED 336 116 IR 053 717

Resolutions of the Texas Conference on Libraries and Information Services (Austin, Texas, January 4-5, 1991).
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Conferences; Democracy; Information Science; *Library Planning; Library Role; *Library Services; Literacy; Productivity; Task Analysis; Technological Advancement
IDENTIFIERS- *Texas; *White House Conference Library Info Services

The Texas Conference on Libraries and Information Services was one of a series of meetings held throughout the nation to allow the public to identify critical issues for consideration at the second White House Conference on Library and Information Services (WHCLIS II; Washington, DC, July 9-13, 1991). The 28 resolutions that were produced as a result of these meetings are presented in this report and ranked in priority order. They fall into the three broad categories of literacy, productivity, and democracy--the themes of WHCLIS II. The resolutions were designed to be presented during the conference for inclusion in the national agenda and to be considered for appropriate action on the state and local levels. Concluding the report are the names of the Texas delegates and alternates to WHCLIS II and the planners of the Texas conference. (MAB)

ED 336 153 JC 910 430

McKeague, Patricia M.; Reis, Elizabeth
Survey of Writing Centers in Community Colleges.
PUB DATE- Jun 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Charts; *Community Colleges; Educational Facilities; Questionnaires; Salaries; School Personnel; Two Year Colleges; Writing Across the Curriculum; *Writing Improvement; *Writing Instruction; *Writing Laboratories

In 1990, Moraine Valley Community College conducted a study of writing centers at community colleges belonging to the League for Innovation in the Community College. The survey was designed to gather information on the staffing, facilities, services, operations, budget, and evaluation of writing centers. Questionnaires were sent to and returned by 15 colleges, with 2 college districts returning more than one survey. Major findings of the survey were as follows: (1) 13 colleges reported that their campus had a writing center; (2) directors of writing centers were faculty members at six and administrators at two institutions; (3) more than half of the writing centers employed full-time faculty (69%) and student tutors (62%), while less than half were staffed by part-time faculty (46%) and para-professional tutors (39%); (4) all writing centers offered assistance with writing or revising term papers or research projects, and the majority offered help with word processing (63%) or computer usage (54%); (5) writing centers served an average of 47 students daily; (6) the average salary for a writing center director was 25,823 a year, while para-professional staff earned an average of 8.26 per hour and tutors earned an average of 4.73 per hour; (7) all writing centers notified instructors if a student used a writing center to complete a writing assignment; (8) respondents reported that the availability of a writing center did improve the quality of student writing; and (9) plans to improve writing centers included moving to a larger or better location; increasing the number of staff, computers, or equipment; and the development of a writing across the curriculum program. A directory of

ED 336 403 TM 017 058

Afshar, Arash
The Attributive Theory of Quality: A Model for Quality Measurement in Higher Education.
PUB DATE- Feb 91
NOTE- 81p.; Ph.D. Dissertation, University of Florida.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); Community Colleges; Data Analysis; Data Collection; *Educational Quality; Evaluation Methods; Higher Education; *Institutional Evaluation; Institutional Libraries; *Measurement Techniques; *Models; *Systems Approach; *Theories
IDENTIFIERS- *Attributive Theory of Quality; Quality Indicators

A theoretical basis for defining and measuring the quality of institutions of higher education, namely for accreditation purposes, is developed. The theory, the Attributive Theory of Quality, is illustrated using a calculation model that is based on general systems theory. The theory postulates that quality only exists in relation to the phenomenon to which it is attributed. Quality can be defined by its attributes and can be quantified by developing a system of numeric values for the attributes. An intersubjective approach to data collection and analysis requiring participation by experts is recommended. To illustrate how the theory can be operationalized, a model was developed using Lotus 1-2-3 and tested with data from an evaluation of five community college libraries. Results were verified against similar data from a panel of five library experts. The study illustrates the reliability of the method. Further research to test the model is recommended. A 154-item list of references is included. Two tables present data from the illustrative study. (SLD)

ED 336 000 HE 024 820

Complying with the Campus Security Act--1990. Title II--Crime Awareness and Campus Security.

PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Crime; Crime Prevention; *Federal Legislation; Government School Relationship; Higher Education; *Legal Responsibility; *School Security; Security Personnel; *Student Rights
IDENTIFIERS- *Student Right to Know and Campus Security Act

This paper offers guidelines to colleges and universities which must comply with requirements of the Student Right-to-Know and Campus Security Act of 1990, specifically Title II, Crime Awareness and Campus Security. An introduction outlines some measures that campuses are urged to adopt such as campus-wide committees to review security policies, emergency response teams, and safety and security education and awareness programs. Following this, a section headed "Making the Law Work for You" details the compliance requirements and timetable. A section titled "Definitions" quotes from the statute and explains definitions of specific terms in the act such as "campus", "student", and "employee," and also defines crimes covered by the act. The final section offers answers to 13 frequently asked questions such as: "When should the timely reports on crimes considered a threat to other students and employees be disseminated? " "What information is to be included in the annual security report?" "How can campus security personnel collect data on crimes committed outside their jurisdiction?" and "What are the implications for institutions with campuses abroad?" Fourteen further resources are listed. (JB)

ED 336 172 PS 019 342

Facts about Child Care. NCJW Center for the Child Fact Sheet Number 3.
PUB DATE- Feb 89
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Day Care; Early Childhood Education; *Educational Quality; *Employed Parents; *State Federal Aid
IDENTIFIERS- Fact Sheets

Some may believe that most married women do not really need to work; that nonmaternal care is bad for children; that the government is already spending a lot on child care; that the so-called child care crisis is not society s problem, but the parents problem; and that interventions by the federal government will solve the child care problem. They are mistaken. Economic necessity goads most married women who work. The quality of care children receive is more important than who provides that care. The only source of direct child care assistance to parents from the federal government is funds distributed to states through the Title XX Social Services Block Grant, which has been severely cut over the past 8 years. The child care problems of working parents are also the problems of society, because the long-term social costs of inadequate care for the next generation will have negative consequences for all. While the federal government can provide much needed leadership and some financial support, solutions to the child care problem will only be found through coordinated public-private initiatives at the local level that are responsive to the community s needs. (RH)

ED 336 214 PS 019 987

Weiss, Heather B.
From Grass Roots Programs to State Policy: Strategic Planning and Choices for Family Support and Education Initiatives. Draft.
PUB DATE- Apr 89
NOTE- 54p.; Paper presented at the Public Policy and Family Support and Education Programs Colloquium (Annapolis, MD, April 26-28, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Community Programs; Educational Policy; Family Problems; *Family Programs; *Policy Formation; *Program Development; Program Evaluation; *Program Implementation; *Public Policy; State Agencies; State Programs
IDENTIFIERS- *Family Policy; *Policy Makers

This paper draws on the experience of various states in its discussion of questions, issues, and decisions that policymakers face as they plan their states family support initiatives. The discussion is organized into three parts that correspond roughly with the stages of policy formation, program development, and program implementation and growth. When formulating policy, policy entrepreneurs must crystallize interest in their program, insert the initiative into the policy agenda of the state, and anticipate opposition. Program development involves: (1) determination of the scale of the initiative; (2) determination of the balance between standardization and flexibility; (3) specification of the program s services; (4) specification of the providers and recipients of the services; (5) coordination of the program with other local programs; (6) specification of the program staff and community involvement; and (7) provision for mechanisms for evaluation. Program implementation is aided when the state staff tries to model the kinds of partnership and empowering relationships with local programs that they hope the local programs will establish with families. The momentum of development must be maintained and balanced with the problems of rapid growth. Several other issues important to policymakers, such as family privacy, are discussed. A list of 18 references is provided. (BC)

ED 336 232 RC 018 307

Children in Appalachia: Proceedings from the Conference on Appalachia (Lexington, Kentucky, November 6-7, 1990).
PUB DATE- Nov 90
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Adolescents; Child Abuse; *Child Health; Child Rearing; Children; *Child Welfare; Dropout Prevention; Economically Disadvantaged; Elementary Secondary Education; *Family Environment; *Health Needs; Learning Strategies; Mainstreaming; Parent Education; Poverty; Preschool Education; *Rural Education; Teaching Methods
IDENTIFIERS- *Appalachia

The papers in this proceedings are grouped in four parts addressing family, health, education, and welfare of Appalachian children, respectively. The first part, "The Children s Family," includes papers that focus on general ethnographic description of Appalachian family life, child rearing practices, and programs designed to support the family. The papers in the second part, titled "The Children s Health," address: (1) assessing the health status and health needs of communities; (2) health issues of infancy and childhood; and (3) teenage pregnancy. "The Children s Education" is the topic for the third part. The first section consists of general papers describing broad programs that focus on issues of family resources, self-esteem, and at-risk students. The next three sections are organized by age and grade level and detail programs that are situated in one or two local communities. Finally, the last section, "The Children s Welfare: Policy and Politics," directs attention back to the general issues of the practical politics of organizing community support and the political will to fund large-scale programs that can bring about significant change in the lives of the region s children. The second of the two papers in this part raises significant questions about the construction of social welfare policy when social justice is the aim. This proceedings contains approximately 50 references. (KS)

ED 336 251 RC 018 351

LaCounte, Deborah; And Others

A Plan for American Indian Education in Montana. Recommended Goals.

SPONS. AGENCY- Ford Foundation, New York, N.Y. Education and Research Div.; Northwest Area Foundation, St. Paul, Minn.

PUB DATE- Jan 91

NOTE- 67p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accountability; Affirmative Action; *American Indian Education; American Indians; *Coordination; *Educational Change; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Equal Education; *Equal Opportunities (Jobs); Higher Education; Multicultural Education

IDENTIFIERS- *Montana

This report lists recommendations made to the state administration, legislature, and various education administrative bodies, addressing the education of Indian people in Montana. The State of Montana and its education entities are asked to establish specific objectives, action plans, and evaluation strategies to complete the validation process of an educational sequence for American Indians in Montana. Problems include low educational attainment, high drop-out rates, high poverty rates, and high unemployment rates. Separate goals and suggested actions are recommended to the governor, the legislature, the Board of Regents, the Board of Public Education, the Office of Public Instruction, and the Local Boards of Trustees. The set of recommendations to each body includes statements of goals and suggested actions associated with each goal. The Montana Advisory Council for Indian Education conducted a statewide forum to gather information about the educational needs of Montana Indians. This work was followed by a retreat that developed strategies to address issues identified by forum participants. Additional input was gathered by the Montana Committee for American Indian Higher Education. Extensive appendices include a map of Montana reservations and tribes, policies pertaining to American Indian Education, mission statements and philosophies of various tribal groups, a definition of American Indian, and statistical data about Indian students in Montana from the Office of Public Instruction, the Montana University System, and the Bureau of Indian Affairs. Lists of participants in the three meetings conducted to gather information for this report are also included. The glossary contains frequently used acronyms. (KS)

ED 336 271 SE 052 198

SPACE: Intermediate Level Modules.

PUB DATE- 89
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Aerospace Technology; Astronomy; Cooperative Learning; Creative Writing; Educational Games; *Elementary School Science; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Motivation; Problem Solving; *Science Activities; Science Education; *Space Exploration; Space Sciences; Summer Science Programs

These modules were developed to assist teachers at the intermediate level to move away from extensive skill practice and toward more meaningful interdisciplinary learning. This packet, to be used by teachers in the summer Extended Learning Program, provides detailed thematic lesson plans matched to the Indiana Curriculum Proficiency Guide. The modules present a conceptual framework for an alternative summer program. Basic factors for success, such as active involvement, learning related to the real world, interdisciplinary instruction, teacher modeling, and cooperative learning, are covered throughout the material. The manual includes a weekly overview of lessons. It provides suggested activities, materials, direction for implementation, and reserve materials. The 41 activities are placed into one of five categories: (1) motivational day; (2) information day; (3) research day; (4) activity day; and (5) culmination day. Topics include space flight, space stations, Mars, solar system, space shuttle, food, dress, history of space exploration, and Earth s orbit. Supplementary materials include games dealing with space, readings, a diploma that can be copied, a list of NASA resources, Space Camp information, a book list, and a resource guide of tests available for assessing reasoning and higher thinking processes. (KR)

ED 336 321 SO 021 536

Fine Arts: A Maryland Curricular Framework.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aesthetic Values; *Art Education; *Curriculum Development; Dance Education; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Fine Arts; *Integrated Activities; *Music Education; Philosophy; State Curriculum Guides; Student Educational Objectives; *Theater Arts; Visual Arts
IDENTIFIERS- *Maryland

The Maryland curricular framework describes the relationships that exist among the educational goals and subgoals for art, dance, music, and theater. Contemporary trends in the content areas are incorporated and the guide provides direction for a comprehensive approach to fine arts education. Organized into four major sections, the first section presents the statement of purpose. Section 2, philosophy, defines the nature of the fine arts and describes their relationship to society, the learner, and the school curriculum. Goals and subgoals, featured in section 3, are broad statements of desired outcomes derived from the philosophy; they bring direction and clarity to the program. Four goals are identified: (1) to develop the ability to perceive and respond to experiences and the environment through the fine arts; (2) to develop an understanding of the fine arts in historical, cultural, and social contexts; (3) to develop skills and attitudes and to organize knowledge and ideas for creative expression and performance in the fine arts; and (4) to develop the ability to apply criteria to aesthetic decision making. Section 4, Goals and Subgoal Matches, graphically describes the relationships of the goal and subgoal statements included in the fine arts framework to the goal and subgoal statements identified in the Maryland frameworks for art, dance, music, and theatre. Six appendices include student expectancy levels for art, dance, music, and theater; required Maryland competency objectives; a glossary of fine art education terms; the Maryland Fine Arts Curricular Framework Taskforce; Maryland Fine Arts Curricular Framework Review Panel; and the National Review Panel for the Maryland Fine Arts Curricular Framework Panel. (KM)

ED 336 343 SP 033 146

Elementary School Guidelines for AIDS/HIV Education.
PUB DATE- 90
NOTE- 75p.; The glossary and some pages in the attachments will not reproduce clearly because of light and/or broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Class Activities; Community Resources; Elementary Education; Guidelines; *Health Education; Inservice Teacher Education; Instructional Materials; Prevention; *Resource Materials; Staff Development; State Curriculum Guides
IDENTIFIERS- *Colorado

This document, designed by the Colorado Acquired Immune Deficiency Syndrome (AIDS) Educators Workgroup, is intended to assist school personnel in the development of curriculums for AIDS/Human Immunodeficiency Virus (HIV) programs. The guide includes the following: action plan; growth and developmental parameters and objectives for the AIDS curriculum; AIDS staff inservice; AIDS presentation outline; participatory learning techniques; AIDS information for students; curriculum examples of AIDS presentations; a list of resource agencies; general resources; resources for elementary school education; audiovisual resources; bibliography for school library;

bibliography of school issues; and a list of books. Attachments include: a glossary; AIDS status sheet; teacher briefing; sixth graders questions concerning AIDS; AIDS in the classroom; AIDS study guide; a list of Red Cross brochures for AIDS educational programs; 100 questions and answers about AIDS distributed by the New York State Department of Health; and the NCAS Criteria for Evaluating an AIDS Curriculum. (AMH)

ED 336 363 SP 033 274

Le Metais, Joanna
The Recruitment and Management of Teachers in the European Community: An Overview.
PUB DATE- 91
NOTE- 49p.; Copyrighted by the Education Policy Information Centre (EPIC Europe) and NFER.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Board of Education Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Program Divisions; Schools; *Teacher Certification; *Teacher Qualifications; *Teacher Recruitment; Teachers
IDENTIFIERS- *European Economic Community

This overview is intended to serve as a guide for readers who are not familiar with the employment and management of teachers in the member states of the European Community. It limits itself to general regulations governing the employment of teachers of pupils of statutory school age and up to age 18 in mainstream schools. The overview covers programs in Belgium (Flemish community), Denmark, France, the Federal Republic of Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, United Kingdom--England and Wales, and United Kingdom--Scotland. The text is presented on a country by country basis and structured to reflect the key characteristics of the management of teachers as follows: (1) responsible authorities; (2) school types; (3) categories of teacher; (4) teacher

ED 335 958 FL 019 484

Wenthold, Mireya Bernal-Greco

Study Skills and Foreign Languages: A Study of How To Strengthen Study Skills through the Foreign Language Disciplines.

PUB DATE- 30 May 84
NOTE- 86p.; An appended booklet, "How To Study Greenwave Style," may not photocopy well due to multiple reproduction problems. Master of Sciences Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Gains; Attendance Patterns; High Schools; High School Students; Literacy Education; Parent Attitudes; Program Effectiveness; Second Language Learning; *Second Languages; *Skill Development; Student Attitudes; *Study Skills; *Tutorial Programs

A study investigated the effectiveness of general study skill enhancement on the learning of a second language. Subjects were high school students deficient in study skills. They were enrolled in an after-school cooperative study skill tutorial program. After diagnostic screening, students completed the intensive tutorial program using selected materials developed by the teacher. On completion of the program, the students were tested again, and parents and students were surveyed concerning program participation and results. Student skills and attitudes were found to have improved. Both students and parents made favorable comments about the tutoring. Two additional indicators of program success were increased attendance and better grades. It is concluded that teachers and educators should learn new methods of literacy education to help students attain excellence in native language study skills before learning a foreign language. Program materials and evaluation instruments are appended. (MSE)

ED 336 021 HE 024 841

Peng, Samuel S.; Korb, Roslyn
Improving Minority Participation in Higher Education: A National Challenge. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 32p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Access to Education; *College Preparation; Educational Quality; *Enrollment Trends; Equal Education; Higher Education; *Minority Groups; Postsecondary Education; *Socioeconomic Influences; Socioeconomic Status; *Student Development
IDENTIFIERS- *AIR Forum

This paper addresses the issue of the equitable participation of minorities in higher education. Evidence of the magnitude of the problem is presented in discussions which address: (1) enrollment trends; (2) the persistence of minority students in academic study; and (3) the time required of minority students to complete their academic studies. It is noted that the reason for lower participation and attainment rates of minority students in higher education is due more to opportunity rather than choice, and that opportunity is dependent on the resources available (socioeconomic status) and the quality of academic preparation in high school. Examples are provided of the relationship between socioeconomic status and college entry. In addition, how the opportunity for higher education is, in large part, determined by an individual s academic preparation in high school is explored. The long-term solution that is suggested for improving minority student participation in postsecondary education involves the elimination of financial barriers to higher education, improving the home learning environment, and better academic preparation at the precollege level. In the interim, it is suggested that colleges should work more vigorously with high schools to increase minority students understanding of college education requirements and preparation for moving into higher education. Contains 14 references. (GLR)

ED 336 039 HE 024 860

Heverly, Mary Ann
Using Total Quality To Better Manage an Institutional Research Office. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Administrative Principles; *Data Analysis; Formative Evaluation; Higher Education; Institutional Research; *Long Range Planning; Management Development; *Office Management; *Quality Control; Research Administration
IDENTIFIERS- *AIR Forum; Delaware County Community College PA; *Total Quality Management

Responding to the call for higher education to adopt a new paradigm in managing its administrative processes, an Institutional Research Office at Delaware County Community College (DCCC) in Pennsylvania made a two-year effort to use a Total Quality approach in its management. Total Quality Management is a Japanese movement based on the teachings of American quality experts such as W. Edwards Deming and Joseph M. Juran and values continuous process improvement, obsession with customers, long term thinking, and data-driven management. At the DCCC Research Office, management worked on three particular areas. The first was identifying customer needs for information. Through data collection and a tracking process 238 requests were tracked and three improvements resulted. Second, the office studied the processes used for the annual high school senior survey, and was able to eliminate "complexity" (i.e, steps that add no value to the final product or service) thereby completing the project as scheduled without additional staff. Third, a focus on continuous process improvement forced a change in the day-to-day mode of management. Finally, under direction from an institution-wide effort the entire management approach has changed. Over all results include the office s ability to handle an increasing workload without an increase in staff or other resources. The report contains 13 references and 4 charts. (JB)

ED 336 058 HE 024 906

Russell, Susan H.; And Others
Profiles of Faculty in Higher Education Institutions, 1988. Statistical Analysis Report. Contractor Report.
PUB DATE- Aug 91
NOTE- 262p.; Data Series: DR-NSOPF-87/88-1.22.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Faculty College Relationship; *Faculty Integration; *Faculty Workload; Full Time Faculty; Higher Education; Job Satisfaction; Minority Groups; National Surveys; Nontenured Faculty; *Part Time Faculty; Productivity; Teacher Employment Benefits; *Teacher Retirement; Teacher Salaries; Tenured Faculty; *Women Faculty

This report provides statistical information on faculty in colleges and universities collected through a national survey conducted in 1987-88 by the National Center for Education Statistics. The data were collected from institutional academic officers, department chairpersons, and faculty members. This report focuses on five topics around which the five chapters are organized: (1) "Patterns of Faculty Separation and Retirement" (full-time regular faculty only); (2) "Faculty Activities and Workload" (workload and time allocation, productivity, and job satisfaction); (3) "Faculty Compensation" (monetary compensation and employee benefits); (4) "Women and Minorities in Higher Education (information on type and control of institution, program area, highest degree, employment status, age, employment experience, workload, compensation, job attitudes); and (5) "Part-Time Faculty in Higher Education" (demographic data, academic background, experience, workload and activities, compensation and benefits, and job attitudes). Each chapter constitutes a report offering background, highlights of the findings, the data tables themselves and a summary. The document also includes over 50 references, and appendixes containing technical notes, standard error tables and the survey instrument. (JB)

ED 336 076 IR 015 087

Knezek, Gerald A.; Miyashita, Keiko
Computer-Related Attitudes of First and Second Grade Students in the United States and Japan.

PUB DATE- 91
NOTE- 28p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Cross Cultural Studies; Cultural Differences; Educational Environment; Foreign Countries; *Learning Motivation; *Microcomputers; Primary Education; Questionnaires; Statistical Analysis; *Student Attitudes; *Young Children
IDENTIFIERS- *Japan; *United States

This paper reports on an exploratory cross-cultural study of the attitudes of first and second grade students toward the use of microcomputers in instruction. Questionnaire responses were compared among three groups: Japanese students in Tokyo, Japan; American students in Sanger, Texas; and Japanese students attending a special school for Japanese dependents in Dallas, Texas. Data were gathered using the Young Children s Computer Inventory (YCCI), a questionnaire developed for the study, which is intended to provide a baseline for data on attitudinal values for planned longitudinal cross-cultural research. Attitudinal differences among the three groups were explored using factor analysis, analysis of variance, and discriminant function analysis. Identifiable differences were found in the areas of Attitudes Toward Computers, Motivation To Study, and Empathy; no significant differences were found in the area of Creativity. The results indicate that cultural differences play a large part in young children s attitudes toward microcomputers. Data are presented in both tabular and narrative format, and a list of 40 item stems for the YCCI is appended. (12 references) (Author/DB)

ED 336 096 IR 053 647

Oregon Intellectual Freedom Clearinghouse Annual Report. May 1987-June 30, 1988.

PUB DATE- 88
NOTE- 6p.; For the second and third annual reports, see ED 333 890 and IR 053 648.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Literature; *Censorship; Childrens Literature; Elementary Secondary Education; *Intellectual Freedom; *Learning Resources Centers; *Library Materials; Parent Grievances; *Public Libraries; School Libraries
IDENTIFIERS- *Oregon

Established in May 1987 by the Oregon State Library to serve as a central clearinghouse for the collection of reports about challenges against library materials, the Oregon Intellectual Freedom Clearinghouse received a total of 17 formal challenges against library materials during its first year of operation. Of these, 10 challenges were received by 6 public libraries, and 7 were received by as many school library media centers. In 14 cases, the materials were retained in the library with decisions made by librarians, school principals, library boards, and/or school boards. In two cases, materials were removed from the library, and in one case access to a book was restricted. The more numerous objections to library materials were focused on stories or illustrations considered to be too scary or violent, to use profane or inappropriate language, and to contain sexual references inappropriate for juvenile readers; books with perceived or real occult or witchcraft content were also challenged. Specific information on the challenges is provided in a list that is organized by type of library and the name of the library where the challenge occurred. This list includes the title and author of each book and summaries of both the objections made and the actions taken for each one. Included in the report are statements of the goals and objectives of the Clearinghouse, a summary of the number and type of information requests received, and a summary of cooperative activities in which the Clearinghouse engaged. (MAB)

ED 336 117 IR 053 718

Texas Academic Library Statistics, 1990.

PUB DATE- 91
NOTE- 154p.; For the 1985 and 1986 reports and a replacement for the 1988 report (Ed 327 198), see ED 273 285, ED 282 570, and IR 052 719.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Annual Reports; Databases; Higher Education; Library Circulation; *Library Collections; *Library Expenditures; Library Facilities; Library Instruction; *Library Personnel; *Library Services; *Library Statistics; Library Surveys; Questionnaires; State Libraries; Statistical Surveys; Two Year Colleges

IDENTIFIERS- Integrated Postsecondary Education Data System; *Texas

The statistics in this report on Texas academic libraries are based on data collected and verified for the national Integrated Postsecondary Education Data System (IPEDS) by the Texas State Library. The brief introduction notes some of the advantages and disadvantages of using IPEDS data for this report, which is intended to be a comprehensive source of statistical data on academic libraries in the state. Data are then presented in tabular format for the 163 participating institutions (40 four-year public institutions and 56 four-year private institutions, which include some law and medical libraries, and 67 two-year institutions). Data tables are organized by type of institution and include data on each academic library s collections, personnel, income, expenditures, circulation, special services, and facilities. Operational definitions and the IPEDS survey form and instructions are appended. (MAB)

ED 336 136 JC 910 409

Head, Ronald B.
Employer Survey Results for the PVCC Graduating Class of 1988-89. Research Report 5-91.
PUB DATE- Aug 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Outcomes Assessment; Community Colleges; Education Work Relationship; *Employer Attitudes; Employers; Job Skills; Outcomes of Education; *Personnel Evaluation; Questionnaires; Two Year Colleges; Two Year College Students; *Vocational Followup
IDENTIFIERS- Piedmont Virginia Community College

In spring 1991, Piedmont Virginia Community College (PVCC) surveyed employers of the college s 1988-89 graduates to evaluate the occupational success of the graduates and to determine how well academic programs prepare students for work in various professions. In response to a previously conducted graduate follow-up, 62 graduates (50.8% of all respondents) had given the college permission to survey their employers. Surveys were sent to all 62 employers, requesting information on the graduates job performance, general skills, and the training and education provided by PVCC. Study results, based on a 75.8% response rate, included the following: (1) approximately 75% of the employers rated PVCC graduates job performance as either "excellent" or "good"; (2) 48.9% of the employers rated graduates cooperation with fellow workers as "excellent," while 50% rated their cooperation with supervisors as "excellent"; (3) nearly 70% of the employers rated the PVCC graduates as "excellent" or "good" in research skills, logic skills, and math skills, while over 50% rated graduates writing and speaking skills as "excellent" or "good"; (4) 5.4% of the employers rated the graduates research skills as "poor"; and (5) nearly 75% of the employers felt that PVCC was better than most institutions with respect to both occupational education and training, and general education. Data tables providing employer evaluations by curricular program and degree received, open-ended employer comments, a list of graduate job titles, and the survey instrument are included. (PAA)

ED 336 194 PS 019 793

Pollard, Andrew; And Others
Classroom Change and Pupil Experience. Draft.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Curriculum Design; Curriculum Research; Elementary Education; Foreign Countries; *Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- England; United Kingdom

This report examined the effects of implementation of England s National Curriculum requirements on teachers, students, teaching methods, and classroom organization. Most teachers accepted the National Curriculum in principle, while at the same time reporting problems regarding pace and extent of changes. Changes in teaching approach and philosophy, teachers working day, record keeping, assessment, planning, and curriculum content were reported. Teachers were tightening classroom control, providing more direction to children s activities, using more group and whole-class teaching, and providing less scope for individual choice and self-directed study. Students responses to the implementation of the curriculum indicated that while they preferred to control their own activities, most of them recognized classroom life as being framed by tight teacher control. Changes in curriculum reflected a shift toward the core subjects and away from creative areas, with a corresponding feeling of time pressure for teachers and increased student interest in creative activities. Teachers indicated that their relationship with children was adversely affected by pressures on teacher time. Teachers either had mixed views about the development of primary education in the next 5 to 10 years, or were pessimistic, feeling that changes would lead to a loss of autonomy and a narrowing of the teachers role. (SH)

ED 336 296   SO 021 234

Ferguson, Thomas, Ed.; Goldberg, Steven, Ed.
Interpretations. Volume 3.
PUB DATE- 90
NOTE- 101p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- High Schools; History Instruction; *Research Papers (Students); Secondary Education; *Social Studies; Student Projects
IDENTIFIERS- Oak Park and River Forest High School IL

The Division of History, Government, and Social Sciences of Oak Park and River Forest High School (Illinois) has selected the very best student writing done by its students, for publication in this annual compilation. Works in the following categories are featured: oral histories, contrasting viewpoints,

historical essays, book reviews, reflections, and speeches. (DB)

ED 336 384 SP 033 315

Huber, Tonya; Parscal, Jeannie N.
Cases of Culturally Responsible Pedagogy: Reflecting on the Past and Present To Realign for the Future.
PUB DATE- Aug 91
NOTE- 19p.; Paper presented at the Summer Conference of the Association of Teacher Educators (Minot, ND, August 4-7, 1991). One case study is in italic type and may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Case Studies; *Classroom Techniques; Culture; Intermediate Grades; Junior High Schools; *Middle Schools; *Multicultural Education; Resource Materials; *Student Evaluation of Teacher Performance; Teaching Methods; Workshops

This document consists of workshop materials used during a paper/poster session at the Association of Teacher Educators (ATE) summer conference. Presenters modeled the use of case literature as a tool for teaching about culturally responsible pedagogy and effective instruction. The cases were developed from observations of and interviews with middle school teachers in a large metropolitan school district. The cases modeled a tenet of research findings on culturally responsible pedagogy: an active learning model in natural environments fostering cooperation and interdependence encourages development of self-esteem and maximizes learning for students regardless of differences related to culture and ethnicity, social status, gender, religion, home environment, genetic and biological factors, cognitive skills, learning styles, or personal experiences. Through role playing, participants were actively involved in analyzing case vignettes. The materials include a page of background information on culturally responsible pedagogy and two cases consisting of outlines, student opinions, a Hispanic teacher s journal, and pages of references. (AMH)

ED 336 423 TM 017 236

Oversight Hearings on Educational Assessment. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education. Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session (March 13-14, 1991).
PUB DATE- 91
NOTE- 368p.; Serial No. 102-8.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Assessment; Educational Change; Educational Improvement; Educational Trends; Elementary Secondary Education; Futures (of Society); Government Role; Hearings; *National Programs; Teacher Evaluation; *Testing Programs
IDENTIFIERS- Congress 102nd; *National Assessment of Educational Progress

The focus of this 2-day hearing was on the National Assessment of Educational Progress (NAEP). Witnesses testified about the importance of the NAEP as a national assessment tool and the changes that the Subcommittee on Elementary, Secondary, and Vocational Education (SESVE) might consider for the future. On March 13, the following persons testified: H. J. Walberg; D. M. Koretz; R. L. Linn; and E. D. Roeber. On March 14, the following persons addressed the SESVE: R. Romer; W. E. Brock; G. R. Anrig; T. E. Sewell; S. Cooperman; K. V. Hertz; M. Neill; E. W. Kelley; and G. M. Ambach. Debate over the hearings ranged beyond the NAEP to consider the concept of a national test and a national testing program for teachers. The remarks of all contributors are followed by the prepared statements, letters, and attachments that they submitted to the SESVE. (SLD)

ED 335 981 HE 024 779

Douglas, Joel M.; Havey, L. William

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 17.

PUB DATE- Jan 91

NOTE- 284p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132),Numerical/Quantitative Data (110)

DESCRIPTORS- *Collective Bargaining; College Faculty; *Contracts; Directories; *Elections; Employer Employee Relationship; Faculty College Relationship; Foreign Countries; Higher Education; Labor Legislation; *Labor Relations; *Negotiation Agreements; Private Schools; Public Schools; Statistical Analysis; Teacher Strikes; Union Members; Unions

IDENTIFIERS- Canada; United States

This directory provides the 1990 collective bargaining results and union activity for higher education in the United States and Canada. Sections include lists of: (1) U.S. faculty contracts and bargaining agents; (2) U.S. adjunct faculty contracts and bargaining agents; (3) U.S. graduate and teaching assistant contracts and bargaining agents in public and private institutions; (4) information on faculty collective bargaining at Canadian universities; and (5) a summary of U.S. agent elections for 1990. Eighteen tables and charts (over 50% of the publication) present the following statistical data: recognized faculty bargaining agents and contracts for various higher education institutions, both private and public, from 1974 through 1991; the various distributions of faculty unionization by campus and bargaining agents; a summary of decertifications; and the status of public sector collective bargaining legislation. Also included are lists of the bargaining agents cited in the directory and the non-faculty bargaining units that were deleted from the main body of the directory. "No-agent" votes from 1971-1990 are also listed. An index is provided of U.S. and Canadian institutions cited in the 1991 directory. (GLR)

ED 336 001 HE 024 821

Beeler, Karl J.; And Others
Campus Safety: A Survey of Administrative Perceptions and Strategies.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Campuses; *Crime; Crime Prevention; Dormitories; Group Experience; Higher Education; Lighting; Safety Education; *School Security; Security Personnel

This paper reports the findings of a 1990 nationwide survey of chief student affairs administrators addressing college and university campus safety issues. Respondents (N=701 out of a total of 1,091 recipients) completed a 24 item questionnaire, and the results were analyzed using frequencies and cross-tabulations for comparisons by size of enrollment, location of campus, type of campus, and size of residence hall system. Results indicated that most colleges and universities provide security foot patrols and vehicle patrols, student escort services and, to a lesser degree, emergency telephones around campus. At institutions with residence halls, safety education/awareness programs are common. The study also found that factors of institutional size, campus location and residential culture influence security and safety. Finally, the report categorizes successful safety programs in five ways: traditional services (campus police, patrols, student-staffed security programs etc.); education and support programs (from general security precautions to in-depth crime victim advocacy); planning, policy, and information strategies (crime reports, safety studies and review, research, and broad based intervention); environmental and technological modifications (construction, landscaping, and electronic technologies); and community action groups. The data are detailed in tables with explanatory notes. A copy of the survey instrument is included in Appendix A. (JB)

writing centers and the questionnaire are attached. (JMC)

ED 336 154 JC 910 431

McKeague, Patricia M.; Reis, Elizabeth
Development of a Writing Center: A Bright Idea.
PUB DATE- Jun 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Participant Satisfaction; *Peer Teaching; Program Evaluation; Tutoring; Two Year Colleges; Two Year College Students; *Writing Improvement; *Writing Laboratories; *Writing Skills
IDENTIFIERS- *Moraine Valley Community College IL

Recognizing that good writing skills are critical to achieving college and career success, the Communications Department at Moraine Valley Community College (MVCC) initiated a 10-month research and planning process which culminated in the establishment of a Writing Center (WC) in the fall of 1990. The objectives of the WC are to: (1) offer all MVCC students assistance with their writing assignments; (2) encourage excellence in communication skills through one-on-one conferencing techniques; (3) focus on higher order skills, such as thesis, organization, and development, to insure that the writer s message is communicated to the intended reader; and (4) build the writer s confidence. The WC houses 15 microcomputers and is directed by a faculty member who receives nine hours of released time each semester to oversee the operation of the WC. Efforts to promote the WC included distribution of a WC newsletter, articles in the student newspaper, and special announcements by instructors. Fall semester student visits to the WC totaled 1,133. User evaluations revealed that 83% of the students believed the tutoring sessions improved their writing skills; 87% felt that the tutoring improved their grades on writing assignments; 71% rated the WC as excellent; and 100% intended to use the WC again. By the end of the spring semester, an additional 1,313 student visits to the WC were recorded. Full- and part-time Communications instructors work as tutors at the WC on a volunteer basis, while student peer tutors act as paid staff the WC. Student tutors must complete Composition I and II and be recommended by an instructor to be eligible. (PAA)

ED 336 173 PS 019 343

Facts about Employer Support for Child Care. NCJW Center for the Child Fact Sheet Number 2. Revised.

PUB DATE- Sep 90

NOTE- 3p.; For other fact sheets, see PS 019 340-342.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Business Responsibility; Elementary Education; Employee Assistance Programs; *Employer Supported Day Care; Flexible Working Hours; Fringe Benefits

IDENTIFIERS- Fact Sheets

Media coverage has given rise to various misconceptions about the scope of employer support for child care and the kinds of assistance most useful to employees. Some may believe that employer support for child care involves opening a child care center at the workplace. While employer-sponsored child care centers are highly publicized, they represent only one of a variety of programs an employer can establish to address their employees child care needs. Child care is a concern of business because working parents are a significant portion of today s work force and because the child care problems of working parents are strongly linked to job performance. The child care supports that are most useful to employees are not necessarily the most costly. Employers are only part of the answer; federal, state, and local governments, public schools, nonprofit and for-profit child care agencies, and employers must work together to assure an adequate supply of high quality, affordable child care. (RH)

status; (5) teacher numbers; and (6) recruitment and appointment. (AMH)

ED 336 364 SP 033 275

Le Metais, Joanna
Initial Teacher Training in the European Community: An Overview.
PUB DATE- 91
NOTE- 42p.; Copyrighted by the Education Policy Information Centre (EPIC Europe) and NFER.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Admission Criteria; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Program Divisions; *Preservice Teacher Education; Schools; *Teacher Certification; *Teacher Qualifications; Teachers
IDENTIFIERS- *European Economic Community

This overview is intended to serve as a guide to readers in England and Wales who are not familiar with the initial training and qualifications of teachers in other member states in the European Community. The guide covers programs in Belgium (Flemish community), Denmark, France, the Federal Republic of Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, and the United Kingdom--Scotland. The text is presented on a country by country basis and is structured under five headings as follows: (1) types of school; (2) categories of teacher according to training and type of school; (3) requirements for admission to teacher training; (4) teacher training process, outlining the level, length, and content of teacher training for each category of teacher; and (5) qualifications that accord qualified teacher status. An insert provides this same information for England and Wales. (AMH)

ED 336 404 TM 017 072

Tudge, Jonathan

Peer Collaboration: The Case for Treating the Dyad as the Unit of Analysis.

PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Cooperative Learning; *Data Analysis; Elementary Education; Elementary School Students; *Evaluation Methods; Experimental Groups; Peer Influence; *Peer Relationship; Peer Teaching; Pretests Posttests; Research Design; *Research Methodology
IDENTIFIERS- *Collaborative Learning; *Dyads

In a study of peer collaboration among children, the case is made for treating the dyad, rather than the individual, as the unit of analysis. Subjects included 154 children aged 5 to 9 years from a broad range of social classes. Children worked in 14 problems (representing 6 types of problems) predicting the movement of a balance beam. Children were either not paired with a partner or paired with a partner of equal, lower, or greater ability to perform the task. Results were examined for an individual member of the dyad or for the dyad as a unit. When the individual was treated as the unit of analysis, data indicated that children paired with a partner of greater ability tended to improve on their pretest scores, while those with a partner of lower ability tended to regress in their thinking. However, the scores disguised whether the more competent child raised his or her partner to the higher level, or the less competent partner was more convincing and caused the more competent partner to regress. Factors that uncover the true pattern of results are products of the dyadic interaction: the types of rules and reasoning employed, and the intersubjective understanding attained. To make sense of these findings, the dyad must be the unit of analysis. Four tables present study data. A 23-item list of references is included. (SLD)

ED 336 233 RC 018 308

Maloney, Erin; Davis, Kenneth
Addressing Evaluation Challenges of Grassroots Family Support Programs: The MIHOW Program.

PUB DATE- 17 Dec 90
NOTE- 16p.; Paper presented at the Conference on Appalachian Children (Lexington, KY, November 6-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Health; Definitions; *Evaluation Methods; Measurement; *Mothers; *Parent Education; *Program Evaluation; Rural Areas
IDENTIFIERS- *Empowerment; *Maternal Infant Health Outreach Worker Program TN; Rural Women

This paper describes the process used by the Maternal Infant Health Outreach Worker Program (MIHOW), a program of the Center for Health Services at Vanderbilt University, to develop its program evaluation with limited evaluation resources. The evaluation addresses the empowerment of grassroots participants in two projects: the MIHOW Pre- and Post-natal Project and the Mother/Toddler Project. Four steps in evaluation design were followed for the MIHOW program: (1) defining the domains of empowerment as self-esteem, knowledge, action, and isolation; (2) selecting "progress toward objectives" and "program clarification" as types of evaluation to be conducted; (3) selecting MIHOW objectives to evaluate in terms of the domains of empowerment; and (4) selecting evaluation instruments for the pre-post-test design. The Family Support Scale was chosen to measure social support. Self-esteem is measured with the Rosenberg Scale. A scale to assess knowledge and use of community resources was developed specifically for this program. These empowerment indicators are measured when the participant enters the project as well as when the participant s child is 12-months old and 24-months old. At entry into the project and each 6 months thereafter, mothers in the Mother/Toddler Project are asked open-ended questions about their reasons for participation in the project to elicit goal-setting skills and information from the mothers. Possible problems with the evaluation concern: (1) internal validity; (2) interviewer bias; and (3) a limited measure of empowerment. (KS)

ED 336 272 SE 052 199

Technology Education Curriculum Standards K-12. Revised.

PUB DATE- Oct 90
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Elementary School Curriculum; Elementary Secondary Education; *Industrial Arts; Junior High Schools; Middle Schools; *Standards; State Curriculum Guides; Technological Literacy; *Technology
IDENTIFIERS- *Delaware; *Technology Education

These standards have been developed to provide a rationale and educational model for establishing Technology Education programs and for modifying Industrial Arts programs to reflect characteristics of technological systems. National curriculum theories and practices and Delaware s Educational Goals have provided the foundation for the development of these standards. It is recognized that although Technology Education specialists are needed at each level, all disciplines are connected to technology. Teachers, supervisors, teacher educators, and administrators are encouraged to adapt and apply these curriculum standards in Technology Education curriculum development and implementation activities in grades K-12. The introductory section includes the rationale, the mission statement, philosophy, definition of technology education, descriptions of the three levels of technology education, and curriculum standards policy and use. The curriculum standards for the elementary level cover technological awareness and technological relevance. Middle level includes introduction to technology, inventions and innovations, and technological systems. The high school standards cover bio-related technology systems, communications technology systems, and physical technology systems. (KR)

ED 336 297 SO 021 240

Youth Community Service. 1989-90 Annual Report.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Responsibility; Community Involvement; Community Programs; Community Services; High Schools; *School Community Programs; School Community Relationship; Student Experience; Student Participation; *Student Projects; Youth Leaders; Youth Opportunities; *Youth Programs

Youth Community Service (YCS), is the largest, urban, school-based service program in the nation. Through chapters on 24 high school campuses and district-wide leadership development retreats and conferences, YCS students examine community issues, and plan, initiate, and complete community service projects. This document is a yearly publication documenting students experience with community service, their thoughts, and ideas. The following topics are addressed: alumni news, children and our peers, environment, general projects, the homeless, leadership development, national scene, reflection, senior citizens, school roster, thanks to teachers, YCS in action, and youth policy. (DB)

ED 336 344 SP 033 165

Peterman, Francine P.
An Experienced Teacher s Emerging Constructivist Beliefs about Teaching and Learning.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Case Studies; High Schools; Inservice Teacher Education; Longitudinal Studies; *Staff Development; *Teacher Attitudes; Teaching Experience; *Teaching Methods
IDENTIFIERS- Concept Maps; *Constructivist Thinking; Semantic Mapping; Taba (Hilda) Teaching Strategies

This study focuses on a teacher s process of changing; specifically, the changes in her beliefs throughout her participation in and at the conclusion of a particular staff development project. The staff development classes were designed for the staff developer to model the Hilda Taba Teaching Strategies to introduce key concepts of cognitive science and constructivist notions of learning. Comparisons of semantic maps of the teacher s initial and final interviews showed distinct similarities and differences in her beliefs about learning and teaching. Semantic maps of the teacher s intermediate interviews were analyzed to examine changes in belief throughout the staff development project. Findings from this study indicate that changes in practice and beliefs occur throughout the staff development process and that these changes represent interactive processes rather than causal ones. Results suggest the need for constructivist research designs when seeking to identify and change teachers core beliefs. Results also suggest a need for constructivist staff development projects that address the teacher as a learner and that involve the teacher in praxis--doing, reflecting, learning, changing. Ninety-five references are listed. (IAH)

ED 335 959 FL 019 485

Kelly, David H.

Bilingual/Multicultural Education in Canada: Interpretation and Bibliography. Special Studies in Comparative Education, Number Fifteen.

PUB DATE- Apr 86
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Comparative Education; Cultural Context; Curriculum Design; Economics; Educational History; Elementary Secondary Education; English; Ethnic Groups; Foreign Countries; French; Higher Education; Immigrants; *Language Role; Migrants; *Multicultural Education; Politics of Education; Preschool Education; Psycholinguistics; Regional Characteristics; Teaching Methods
IDENTIFIERS- *Canada

The bibliography includes 615 citations of books, articles, general sources, and bibliographies on aspects of bilingual education, multicultural education, and the role of language in education in Canada. Citations in the first section, on society and language policy, are organized in the following categories: history; sociological aspects; psychological aspects; politics in education; policy analysis; finance and economics; general works; and general works specific to a province or region. The second sections contents, on bilingual teaching and learning, are presented in the following categories: contributions to psycholinguistic ideas; teaching methods and curriculum; pre-school learning; primary school learning; secondary school learning; and bilingualism and higher education. The third section, "Beyond French-English Bilingualism," includes: immigrants and other ethnic groups; adaptation for Asian migrants; and programs for Ukrainians. The fourth section, "Reference Works", includes general and program guides and bibliographies. Background information on Canada s relevant educational and language history is provided in an introductory narrative. (MSE)

ED 336 040 HE 024 861

Hurst, Peter J.; Peterson, Marvin W.

The Impact of a Chief Planning Officer on the Administrative Environment for Planning. AIR 1991 Annual Forum Paper.

PUB DATE- May 91

NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Administrative Organization; *Administrator Attitudes; *Administrator Role; College Planning; Higher Education; Institutional Research; *Long Range Planning

IDENTIFIERS- *AIR Forum; *Chief Planning Officers

In the interest of understanding the role of Chief Planning Officers (CPO) in gaining broad support for planning within an institution of higher education, this paper used a national survey of administrators to examine that role. This study, conducted by the National Center for Postsecondary Governance and Finance, involved a survey of 3,333 college administrators at 256 higher education institutions randomly selected within 2 levels of stratification: (1) by type of institution, and (2) by major characteristics. It sought to discover administrators views of planning. Using results based on an overall response rate of 45.8%, the study examined the relationship between having a chief planning officer and administrators perceptions of campus planning. It found that the presence of a CPO was accompanied by: (1) an increase in the perception of more comprehensive and rational planning; (2) an increase in the likelihood that administrators attitudes about planning would favor more comprehensive processes; and (3) a greater effect on perceptions of how planning was handled on campus. It is noted that the presence of CPOs may symbolize the rationality of the planning process and the institution s commitment to a comprehensive, analytical planning process. The report includes 6 tables and 28 references. (JB)

ED 336 118 IR 053 719

Texas Academic Library Statistics: 1988 Replacement.
PUB DATE- 91
NOTE- 130p.; For the 1985, 1986, and 1990 reports, see ED 273 285; ED 282 570; and IR 052 718, which replaces ED 327 198, the 1988 report.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; Library Circulation; *Library Collections; *Library Expenditures; Library Facilities; Library Instruction; *Library Personnel; *Library Services; *Library Statistics; Library Surveys; State Libraries; Two Year Colleges
IDENTIFIERS- Integrated Postsecondary Education Data System; *Texas

The statistical data on Texas academic libraries presented in this report were extracted from the 1988 national Integrated Postsecondary Education Data System (IPEDS) database, which was obtained from the U.S. Department of Education. The statistics supersede those previously published in "Texas Academic Library Statistics, 1988." The report provides data in tabular format on 167 participating institutions (40 four-year public institutions and 58 four-year private institutions, including some law and medical libraries, and 69 two-year institutions). Organized by type of institution, the tables include data on each academic library s collections, personnel, income, expenditures, circulation, special services, and facilities. Operational definitions and the IPEDS survey form and instructions are appended. It is noted that this is the first Texas academic libraries statistics report based on data collected for the IPEDS. (MAB)

ED 336 195 PS 019 795

Reynolds, Arthur J.; And Others
Longitudinal Study of Children at Risk: 1985-90 Summary Report.
PUB DATE- Nov 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Early Intervention; *High Risk Students; *Kindergarten Children; Longitudinal Studies; Low Income Groups; Minority Group Children; Socioeconomic Background; *Student Adjustment
IDENTIFIERS- Chicago Effective Schools Project IL; Chicago Public Schools IL; Education Consolidation Improvement Act Chapter 1; Education Consolidation Improvement Act Chapter 2

This study of the school adjustment of minority at-risk children in Chicago s government-funded kindergarten programs encompassed both the social and economic backgrounds of the children studied. The programs are designed to serve children from poor, minority backgrounds. The goal of these language and basic skills programs is to improve children s cognitive and affective readiness for the primary grades. Standardized tests, teacher surveys, and questionnaire data from parents and children were used for the assessment. The impact of factors relevant to school practice is emphasized in this report. Preschool experience was found to have a significant influence on the cognitive readiness of children entering kindergarten and was one of the best predictors of cognitive readiness. School mobility affected achievement negatively, as did grade retention, while parent involvement was a positive influence. Findings also showed that motivation in kindergarten as rated by teachers had a significant positive influence on kindergarten and the first and second years. By the third year, children who perceived themselves to be committed to school did better in school. Policy implications are discussed. (SH)

ED 336 215 PS 020 000

DeVries, Rheta; And Others

Sociomoral Atmosphere in Direct-Instruction, Eclectic, and Constructivist Kindergartens: A Study of Teachers Enacted Interpersonal Understanding.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Authoritarianism; Classroom Techniques; *Cooperation; Kindergarten; Kindergarten Children; *Preschool Teachers; Primary Education; *Teacher Student Relationship; *Teaching Methods; Thinking Skills
IDENTIFIERS- Academic Skills; *Constructivism; *Direct Instruction

This study examined the interactions between teachers and children in three kindergarten classrooms. Programs used in the classrooms were: a direct-instruction (DI) program, representing a cultural transmission paradigm; a contructivist program (CON), representing the cognitive-developmental paradigm; and an eclectic program (ECL), combining elements of the other two programs. Teacher-child interactions were observed and coded according to categories of negotiation strategies (NS) and shared experiences (SE). Ratings for NS ranged from Level 0, exercise of will, to Level 3, striving for mutual understanding. Ratings for SE ranged from Level 0, impulsive enthusiasm, to Level 3, mutual collaboration in sharing. Results indicated that the CON teacher had the most SE with children and the DI teacher the least. The CON teacher had a higher percentage of Levels 2 and 3, and a lower percentage of Level 0, for NS and SE than did the DI and ECL teachers. The DI teacher exhibited an authoritarian orientation and an academic emphasis. The CON teacher exhibited a cooperative orientation and an emphasis on stimulation of reasoning. The ECL teacher was more similar to the DI teacher than to the CON teacher. A list of 34 references is included. Two appendixes describe the categories of negotiation strategies and shared experience. (BC)

ED 336 252 RC 018 356

Hall, Steve

Texas Hunter Education Manual.

PUB DATE- 89
NOTE- 131p.; Supporting manufacturers and agencies were: Federal Cartridge Co., National Muzzleloading Rifle Association, National Rifle Association, National Shooting Sports Foundation, Remington-E.I. du Pont de Nemours & Co., United States Fish and Wildlife Services and Winchester-Olin Corp.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conservation (Environment); Ecology; Environmental Education; Ethics; First Aid; Guides; *Required Courses; *Safety; *Sportsmanship; Wildlife; *Wildlife Management
IDENTIFIERS- Firearms; *Hunting; *Texas

This handbook serves as a reference for the mandatory hunter education course in Texas. The "Introduction" explains hunter education s goal to produce safe, knowledgeable, responsible, and informed hunters. It also gives information related to hunting opportunities, administration, and management. Chapter 2, "Our Hunting Heritage," gives a historical perspective on hunting and conservation, reviews the developmental phases each hunter typically experiences, and explores current and changing attitudes toward hunting and conservation. An overview of ecology and natural relationships is presented in Chapter 3, "Hunting--A Tool of Wildlife Management." Accident prevention, shooting safety, and ethics are discussed in Chapter 4, "Hunter Safety and Responsibility." Chapter 5, "Modern Firearms," reviews basics of firearm and ammunition parts and functions and presents proper handling and care of firearms. Chapter 6, "Primitive Sporting Arms" reviews basics of muzzleloading and bowhunting. First aid and emergency situations are discussed in Chapter 7, "Survival and Wilderness First Aid." The final chapter, "Basic Hunting Techniques" provides information on specific hunting preparation, planning, and techniques. It also reviews the basic steps of cleaning game. Definitions and helpful references are included at the end of each chapter. Several chapters contain written exercises. A Texas Wildlife Identification Guide is also inserted in the handbook. (KS)

ED 336 322   SO 021 557

Lambert, Nancy R.; And Others
Repertoire Mondial des Collections et des Fonds d Archives de l Art des Enfants = World Directory of Collections and Archives of Children s Art.
PUB DATE- 91
NOTE- 198p.
LANGUAGE- French; English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Archives; *Art Products; *Childrens Art; Elementary Secondary Education; Fine Arts; *Foreign Countries; Foreign Culture; Freehand Drawing; Multicultural Education; Painting (Visual Arts); Research; Visual Arts

Divided into two parts, this world directory features collections and archives of childrens art. The first part of the volume provides information about the collections before October 1989. Entries are arranged in alphabetical order according to the French spelling of the various countries and include the following information for each entry: name of the collection, reason for the collection, caretaker of the collection, original collector, number of children represented, childrens ages, art work done between what years, type of art in the collection, origins of the collection, conservation, diffusion methods, and the date the information was received. Twenty-one countries are represented including: Argentina, Australia, Brazil, Bulgaria, Canada, China, Czechoslovakia, Egypt, Finland, France, Hungary, Japan, Kenya, Norway, the Philippines, Poland, Sweden, the Netherlands, the United Kingdom, the United States, and Yugoslavia. Part 2 consists of 11 indices that provide access to the entries. In these indices, each collection or archive is represented by the name of the country, the name of the collection or archive, and a number that corresponds to its entry number in the first part of the directory. Indices include specific types of art, collections, and archives including research projects, and collections and archives with computerized systems. An appendix provides the French and English language versions of the questionnaire sent out to compile the directory. (KM)

ED 336 385 SP 033 316

Reid, Gem
Transforming Knowledge in Undergraduate Teacher Education. A Craft Paper 91-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Structures; *Course Objectives; *Discussion (Teaching Technique); Education Courses; Elementary Secondary Education; Higher Education; Introductory Courses; Learning Activities; Personal Narratives; *Preservice Teacher Education; Special Education; Teacher Educator Education; *Teacher Educators
IDENTIFIERS- *Knowledge Transformation Program

This paper examines the teacher educator s role in assisting prospective teachers to grasp what it means to transform knowledge so that content and pedagogy intersect. Knowledge is not certain nor is its authority held in the text or the teacher s lesson plans. If students perceive knowledge to be open-ended, requiring vital curiosity, they will look for connections to other pieces of knowledge and for powerful teaching strategies. This study describes a teacher educator s experience with undergraduates in a small liberal arts college and a large university in the midwest and emphasizes that teaching a course about teaching poses special problems for the teacher educator which do not appear in other teacher preparation courses. In a course titled "Education and the Exceptional Child," the teacher was concerned with transforming knowledge and dispositions and tried several measures in order to change students ideas about Down s Syndrome. Some success was achieved. In the second course, "Exploring Teaching," the transformation of knowledge seemed less clear and the teacher detected hesitancy in being direct about that process as the middle ground between questioning old thinking and provoking new learning. (LL)

ED 336 424 TM 017 247

Mahoney, Susan S.

Credit by Examination at the University of Texas at Austin, 1990-1991. Special Report.

PUB DATE- Jul 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Credits; *College Students; Comparative Analysis; *Equivalency Tests; Higher Education; *Scores; State Universities; Testing Programs; *Test Results
IDENTIFIERS- *University of Texas Austin

This report documents the results of the credit by examination program at the University of Texas at Austin during the 1990-91 testing year. Credit earned by examination at this University is equivalent to credit earned by taking the course, but not to credit earned in residence. In this report, numbers relating to eligibility for credit are derived from comparisons of test scores with qualifying score ranges for the 1990-91 test year, which began in April 1991. Scores from the nine colleges and schools of the University participating in this program (Business Administration, Communication, Education, Engineering, Fine Arts, Liberal Arts, Natural Sciences, Nursing, and Pharmacy) are provided, including 23,748 test scores for 51 subject areas taught in 32 departments. Many of the students took more than one test. There were 10,582 participants in the program, of whom 69% earned credit for at least one course. On 12,704 (53%) of the tests, students achieved scores high enough to qualify for 69,172 semester hours of credit eligibility. Three academic subjects stand out as those in which students most often attempted to earn credit by examination: English and Spanish in the College of Liberal Arts, and mathematics in the College of Natural Sciences. During the 1990-91 testing year, 75% of the test scores evaluated were in these three subjects. Test results from 18 academic subjects are reported alphabetically. Ninety-four data tables and five graphs are provided. (SLD)

ED 336 022 HE 024 842

Owen, J. Alan

A Comparative Analysis of the Academic Performance and Graduation Rates of Freshmen and Transfer Students. AIR 1991 Annual Forum Paper.

PUB DATE- May 91
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Cohort Analysis; College Credits; *College Freshmen; Comparative Analysis; Grade Point Average; Graduation; Higher Education; *In State Students; Institutional Research; Postsecondary Education; *Transfer Students; Trend Analysis; Two Year College Students
IDENTIFIERS- *AIR Forum; Student Course Load; University of Colorado Boulder; University of Colorado Colorado Springs; University of Colorado Denver

This study examined whether there are significant differences in the academic performance and graduation rates of undergraduate transfer students compared to students who entered the general campuses as first-time freshmen in selected 2- and 4-year campuses in Colorado. Four student cohorts were studied within three campuses (Boulder, Denver, Colorado Springs) of the University of Colorado system, and a comparison of their performance was made involving grade point average (GPA), mean term credit load, graduation rates, and retention/drop-out rates. Findings revealed that there are significant differences between the academic performance and graduation rates of in-state, first-time freshmen and transfer students. In comparison to the freshmen students who survived to their second year, the transfer cohorts: (1) had a lower graduation rate; (2) had a lower percentage attaining a 2.0 GPA or better in their first year; (3) took a lower student credit hour load; and (4) brought between 31 and 39 transfer student credit hours, while the surviving freshman cohorts brought a median of 30 credit hours to their second year on the Boulder campus and 27 credit hours at the Colorado Springs and Denver campuses. (GLR)

ED 336 059 IR 014 608

Cicchelli, Terry; Baecher, Richard

Theory and Practice: Implementing Computer Technology in a Secondary School.

PUB DATE- Mar 90
NOTE- 5p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Change Strategies; *Computer Assisted Instruction; Educational Innovation; Educational Theories; *Inservice Teacher Education; *Learning Activities; Models; Postsecondary Education; Program Implementation; Secondary Education; *Teacher Attitudes
IDENTIFIERS- *Stages of Concern Questionnaire

This study focused on the personal dimensions of the change process, and on teacher concerns about using microcomputers in the classroom. Eighteen senior high school teachers volunteered to complete the Stages of Concern Questionnaire (SoCQ), which yields reliable data on seven distinct stages of concern. Based on their SoCQ profiles, three "users" and three "non-users" were interviewed to determine their present and projected uses of computers in teaching. The database created by this study was used to design a set of inservice activities that over a 3-day period for 15 hours produced a significant change in teachers concerns towards microcomputers. It was concluded that a change model assuming a person-level orientation to an innovation is a promising approach to be used for inservice

ED 336 077 IR 015 089

Mattoon, Joseph S.; And Others
Effects of Control Mechanisms in Instructional Simulation.

PUB DATE- 91
NOTE- 31p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Computer Simulation; Higher Education; Intermode Differences; *Learner Controlled Instruction; *Man Machine Systems; Microcomputers; Multivariate Analysis; Prior Learning; Programed Instruction; *Skill Development; Student Attitudes

Instructional simulation is a type of computer assisted instruction that is effective for teaching dynamic skills. Control of instructional simulation may be fully automated (computer control), assigned to learners (learner controlled instruction), or control may be shared between computer and learner (learner control with advisement). The efficiency of these three mechanisms is examined for control of task difficulty, sequence of instructional activities, and pace (time on each activity). The efficiency of control mechanisms is partially determined by the characteristics of the criterion task and the learners prior knowledge of the subject matter. An instructional simulation that teaches subjects to interpret an aviation display was developed to examine the effects of control mechanisms during the acquisition of a dynamic skill. Results of a pre-experiment and experiment 1 demonstrated that learners strategies and time on task varied as a function of type of control over task difficulty, and that learners may not be able to effectively control sequence and pace when the subject matter is unfamiliar. Experiment 2 will investigate control of sequence and pace. (16 references) (Author/DB)

ED 336 097   IR 053 648

Oregon Intellectual Freedom Clearinghouse: Third Annual Report.

PUB DATE- 90
NOTE- 26p.; For the first and second annual reports, see IR 053 647 and ED 333 890.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Literature; *Censorship; Childrens Literature; Data Analysis; Elementary Secondary Education; *Intellectual Freedom; *Learning Resources Centers; *Library Materials; Longitudinal Studies; *Parent Grievances; *Public Libraries; Reading Materials; School Libraries
IDENTIFIERS- *Oregon

The Oregon Intellectual Freedom Clearinghouse received reports of formal challenges to 25 books and 1 recording during the time period between July 1, 1989, and June 30, 1990. It is noted that 17 of the challenged items were held by public libraries and 9 by school library media centers, with 21 items designated as children s and young adult materials and 5 as materials for adults. In 20 of the libraries, the materials were retained; in one instance access to materials was restricted; and in one case material was reclassified. Challenges against two titles had not been resolved at the end of the year. Materials with sexual references and themes and graphic language were challenged 11 times; stories or illustrations that were considered scary or violent and that might lead to fearful or aggressive behavior were challenged 5 times; and books with perceived occult, witchcraft, or satanic references were challenged 3 times. Other challenges objected to references to drugs and the drug world, evolution, disrespectful behavior, and negative images of Santa Claus. All of these challenges were reportedly initiated by individuals. Details about each of the challenges include the name of the library, its location, the title and author of the item, and summaries of the objections and actions taken. A 3-year overview of intellectual freedom challenges in Oregon libraries is presented in four graphs showing the number of challenges reported by type of library, by age designation, by type of objection, and by final decision. Completing the report is information on assistance provided by the clearinghouse and cooperative and educational activities in which the clearinghouse was involved during the year. (MAB)

ED 336 137 JC 910 410

Brown, Janet R.; And Others
Developmental Studies Department Special Services Project. Rockland Community College/Board of Cooperative Educational Services Pilot Project, 1989-1990.
PUB DATE- 90
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Community Colleges; Comparative Analysis; *Developmental Studies Programs; Economically Disadvantaged; Educationally Disadvantaged; English (Second Language); *Pilot Projects; *Remedial Programs; Second Language Instruction; Statistical Analysis; Two Year Colleges

In 1987, Rockland Community College (RCC) established a Developmental Studies Department to serve students in need of remedial/developmental services. This report describes the services of the department and two special related projects. Part I focuses on the Developmental Studies Department, covering assessment, placement, and advisement; college skills and English-as-a-Second-Language instruction; physical facilities; and supplemental tutorial services. Part II presents information on the 1989-90 Special Services Project, a federally funded activity which provides supplemental tutorial services for the most severely financially and educationally disadvantaged students enrolled in developmental studies courses. The project is described in terms of physical sites, clientele, services, staff development, articulation with college personnel, and student evaluation of services. Part III reports on the RCC/Board of Cooperative Educational Services Pilot Project, which sought to remediate students linguistic deficiencies in English and their native language and provide career exploration opportunities. Part IV evaluates of student progress in reading, writing, English language development, and mathematics during the 1989-90 academic year. The final two sections of the report consist of a comparative analysis of the three different populations served by the department and a series of conclusions and recommendations. The RCC Competency Assessment Policy is attached. (JMC)

ED 336 174 PS 019 364

Yagi, Kan
Chapter 1 Early Childhood Education Report. 1989-90 Year-End Evaluation Report. Schools.
PUB DATE- Aug 90
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Activities; *Disadvantaged Youth; Early Childhood Education; Interpersonal Competence; Language Skills; Number Concepts; *Preschool Children; Preschool Education; *Program Effectiveness; *Program Improvement; Psychomotor Skills; Reading Readiness; School Readiness; *Student Evaluation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Portland School District OR

The purpose of the Chapter 1 Early Childhood Education Program in Portland Public Schools is to provide disadvantaged children the experiences needed to ameliorate the disadvantages resulting from their circumstances. This evaluation report of the 1989-90 school year concludes the program s 18th year of operation. The preschool program consisted of two classes per day in three classrooms in one building. Program capacity was 120 students. Students participated in group activities in the classrooms; visited the library weekly; and were taken outdoors to participate in large motor skills development activities. Student skills were evaluated by teachers in the spring and fall. The percentage of students who demonstrated complete mastery of particular skills in the spring evaluation ranged from 4 to 87 percent for language skills, 5 to 78 percent for numerical concepts, 3 to 93 percent for small motor skills, 13 to 53 percent for social development, 45 to 77 percent for art and music, 6 to 95 percent for large motor skills, and 1 to 93 percent for personal welfare skills. Due to inconsistent results caused by changing conditions of program operation, follow-up evaluation studies have been discontinued since 1987, and attention has turned to finding ways to improve the program. An appendix presents the Preschool Student Evaluation Form. (BC)

ED 336 298 SO 021 250

Berman, Paul; And Others

Preparing for Idaho s Future: An Action Plan for Education in the 21st Century: Summary.

PUB DATE- 91

NOTE- 94p.; A Product of the Idaho Education Project.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Citizen Participation; *Educational Change; Educational Policy; Elementary Secondary Education; *Futures (of Society); *Role of Education; State Schools; State Standards; State Surveys; Student Educational Objectives; *Student Needs

IDENTIFIERS- *Idaho

This report represents the shared vision of several hundred Idahoans of what Idaho s schools can become--not only what education can become in an ideal sense, but also what schools need to do to provide the young people of Idaho with the skills, abilities, and knowledge they will need to be fulfilled individuals, able workers, and fully functioning citizens. The report contains two sections. The first section, "What Idahoans Say About...," presents a consensus view of the state s citizens on four areas: future student needs, strengths to build on, priority areas for improvement, and a vision for Idaho education. The second section, "Getting From Here to There," contains the goals for reform of the Idaho education system. These goals are to enable all children to be ready for school; to shift to a performance-based system; to redesign curriculum and modernize teaching; and to build a capability for excellence. (DB)

ED 336 365 SP 033 276

Tyree, Alexander K., Jr.
Analyzing Teaching Commitment: Theoretical and Empirical Dimensions.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Theories; Educational Environment; Factor Analysis; High Schools; Literature Reviews; Research Methodology; *School Involvement; *Secondary School Teachers; Social Theories; Teacher Attitudes; *Teacher Behavior; *Teacher Participation; Teaching (Occupation); *Time Management
IDENTIFIERS- *Administrator and Teacher Survey; *Commitment

Classical commitment studies are either sociologically oriented or based in the psychological empirical research tradition. A review of the literature reveals agreement on the multidimensionality and the contextual complexity of commitment, two principles which guide the hypotheses of the present study. This study uses the Administrator and Teacher Survey (ATS) data from the High School and Beyond (HSB) project. These data permit measurement of teaching commitment in two dimensions: extra involvement in subject preparation and/or student activities; and strong identification with school staff educational goals, academic excellence, student personal growth and development, or with all three. Findings indicate that, despite its disadvantages, the ATS allows measures of commitment that may have some advantages over those found in either of the classiscal commitment research traditions. The present study allows for measurement of involvement and identification dimensions; it measures commitment as multidimensional; it allows the definition of commitment in a specific and appropriate social context; and it allows for possible conflicting underlying dimensions of commitment. The findings suggest that high schools present different social contexts and, therefore, policies on teaching commitment need to be approached on a local level. (AMH)

ED 336 405 TM 017 078

Luijten, Anton J. M., Ed.
Issues in Public Examinations: A Selection of the Proceedings of the 1990 IAEA Conference (16th, Maastricht, Netherlands, June 1990).
PUB DATE- 91
NOTE- 184p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Assessment; Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; *International Studies; National Programs; Objective Tests; Postsecondary Education; *Public Education; Testing Problems; Testing Programs; *Test Use
IDENTIFIERS- China; Europe; Standard Setting; United States

This collection of 18 papers (selected from a total of 57 presented at a conference of the International Association for Educational Assessment) represents efforts by examining bodies and institutes to: improve the examination system and testing techniques; develop reliable instruments; and establish standards for public examinations. The papers are: "Public Examinations, an Introduction" (A. J. M. Luijten); (2) "Social and Educational Imperatives for Changing Examinations" (P. J. Black); (3) "The Estimation of Bias in Matriculation Examination Scores and a Proposal for Correction" (S. Cahan); (4) "Recording Public Examination Performance--Usefulness, Accuracy, Ownership" (J. S. Cook); (5) "Divergence of Interests: Problems of Implementing Reforms in an Established Public Examination System" (R. K. Crocker); (6) "Attributes and Applications of a Pro-Active Assessment System" (R. L. Ferguson); (7) "Social Justice, Public Interest and the SAT" (C. Fincher); (8) "Issues in Assessment of Non-Objective and Objective Examination Tasks" (J. Izard); (9) "Determining Equivalence among European Educational Qualifications" (S. Johnson); (10) "Examinations in Europe: Three Major Streams" (H. P. Kreeft); (11) "The Politics of Assessment" (D. L. Ongom); (12) "Why Assess? Evaluating the Assessment of the English National Curriculum" (C. G. Robinson); (13) "Subject Pair Comparison Studies in an International Context" (J. J. Thompson and others); (14) "The Use of Item Response Theory in the Dutch National Assessment Programme" (N. D. Verhelst and T. J. H. M. Eggen); (15) "The Rationale of a School-Based Centralized Examination System" (W. H. Wijnen); (16) "Measuring Educational Progress with a Longitudinal Testing System" (T. L. Willoughby and A. R. Bixby); (17) "The Wessex Project: A Modular Development in English Post-Compulsory Education" (J. Wilmut and R. G. Rainbow); and (18) "Experiments on General High School Completion Tests in China" (X. Yang). (SLD)

ED 335 982 HE 024 780

Federal Support to Universities and Colleges: Fiscal Year 1989. Selected Data.
PUB DATE- Jun 91
NOTE- 16p.; Tables contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Colleges; Comparative Analysis; *Federal Aid; *Financial Support; *Grants; Higher Education; *Nonprofit Organizations; Research and Development; Statistical Data; Surveys; Trend Analysis; Universities
IDENTIFIERS- Pell Grant Program

This summary presents data derived from the Survey of Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1989. The 15 federal agencies surveyed for the report provide virtually all funding for science and engineering (S/E) research and development (R&D) at universities and colleges, and the data presented in the tables (which make up over 50% of the report) represent all categories of direct federal obligations to institutions of higher education in the United States. Amounts for tuition support programs such as Pell grants and Supplemental Educational Opportunity Grants are included in the figures. Totals exclude loans to individuals, however, such as those related to federally guaranteed student loan programs sponsored by the Department of Education and federal employee training and development activities. Tables present data on federal obligations to universities and colleges: (1) by type of activity--fiscal years 1963-89; (2) by field of research and development--fiscal years 1982-89; (3) by geographic division and state--fiscal years 1982-89; (4) for the 100 schools receiving the largest amounts by agency--fiscal year 1989; (5) by agency and type of activity--fiscal year 1989; and (6) for the 100 universities and colleges receiving the largest amounts by type of activity--fiscal year 1989. (GLR)

ED 336 002 HE 024 822

Statement on Addressing Racial Harassment.

PUB DATE- Jun 90
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administrator Role; Civil Liberties; *Codes of Ethics; College Environment; Educational Policy; *Freedom of Speech; Higher Education; Policy Formation; Prevention; Racial Discrimination; Racial Relations; Standards
IDENTIFIERS- *Racial Harassment; *Tolerance

This short document is a statement by the National Association of Student Personnel Administrators Board of Directors on racial harassment and colleges and universities responsibilities to create an environment where such acts are unacceptable. The statement defines racial harassment and asserts the educational community s need to stand against assaults on the dignity and value of any individual. The document further addresses the limits of freedom of speech and encourages the development of processes to assure that the environment of the campuses is monitored to guarantee that racial harassment is confronted and tolerance of differences is encouraged. Recommended procedures include a clear institutional position on harassment and policy and enforcement mechanisms developed by a group made up of representatives of all groups within the university as well as an institution-developed Code of Conduct and action plan to address racial harassment. Appendix A provides a sample action plan. There are two references. (JB)

ED 336 155 JC 910 432

Yao, Min
1991 Graduate Follow-Up Outcomes Report: Occupational Programs. Vancouver Community College.
PUB DATE- Sep 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Education Work Relationship; Employment; *Employment Patterns; Foreign Countries; Graduate Surveys; Graphs; *Outcomes of Education; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; Vocational Education; Vocational Followup
IDENTIFIERS- Vancouver Community College BC

In 1991, a follow-up survey was conducted in British Columbia of students who graduated from Vancouver Community College s (VCC s) occupational programs between July 1989 and June 1990. A total of 3,751 occupational graduates were surveyed regarding their educational goals, main activity at the time of the survey, desired employment location, factors related to unemployment, relationship of training to employment, usefulness of VCC training in obtaining employment and for job performance, transfer experiences, and overall evaluation of VCC experience. Major findings, based on a 33% response rate, included the following: (1) 42.4% of the 1989-90 occupational graduates were between 21 and 30 years of age; (2) more women (56.1%) than men (43.9%) graduated from VCC s occupational programs; (3) 71.1% paid their own tuition; (4) for 56.9% of the graduates, the main objective for coming to VCC was to obtain job skills; (5) 37.7% of the graduates were employed full time when surveyed, 7% were working part time, 37.5% were taking courses part time, and 6.8% were unemployed; (6) 90.2% of the graduates who looked for training-related jobs obtained training-related employment after leaving VCC; (7) 85.6% gave VCC training the credit for obtaining employment; (8) 90.8% found their training at VCC useful for their work performance; (9) 74.4% planned to further their education in the next 5 years; and (10) 98% of the graduates viewed their VCC training as at least somewhat worthwhile. Outcome indicators by campus and by program area are attached. (JMC)

ED 336 273 SE 052 200

Yaxley, Murray
It Happened in Antarctica. A Collection of Observations Requiring Scientific Explanations.
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemical Reactions; *Climate; Foreign Countries; Geology; Interdisciplinary Approach; *Optics; *Problem Solving; Resource Materials; *Science Activities; Science Education; Secondary Education; *Secondary School Science; *Weather; Wind (Meteorology)
IDENTIFIERS- *Antarctica

There are many reasons for studying Antarctica. It is the key element in the world s climate. Some of the secrets of the earth s past are locked beneath its icecap. It has a fascinating physical environment and a unique and fragile ecosystem. It is a frontier of scientific research and technological development. Its history is an important and dramatic story of discovery and exploration. These materials were developed to be used by children so that they will understand the problems and importance of Antarctica. Topics include heat flow, optical phenomena, windchill, atmospheric pressure, magnetism, electric charge, friction, chemical reactions, and moving ice. (KR)

ED 336 345 SP 033 191

Armstrong, David G.; And Others

Extended Teacher-Preparation Programs: What the Literature Tells Us.

PUB DATE- Feb 91

NOTE- 29p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Elementary Secondary Education; *Extended Teacher Education Programs; Higher Education; Literature Reviews; *Preservice Teacher Education; *Program Effectiveness

IDENTIFIERS- American Association of Colleges for Teacher Educ; ERIC; Holmes Group Report

Extended teacher preparation programs require students to take longer than the traditional 4 years to complete their baccalaureate degrees and qualify for teacher certification. A review of literature on the subject was undertaken primarily through the use of searches of the Educational Resources Information Center (ERIC) database. Findings of the review are organized under three major headings: (1) arguments supporting adoption of extended programs; (2) impacts on participants and potential participants; and (3) impacts on other constituencies. The first category outlines some arguments that were used as rationale for a change from a traditional 4-year program to an extended teacher education program. The second category summarizes reported effects of extended programs on those who have been enrolled in these programs and on those who might be thinking about enrolling. The third major category summarizes findings related to reported consequences of extended programs for constituencies other than program participants, such as parents and institutions not electing to offer such programs. It is concluded that the literature on extended teacher preparation programs is meager, characterized by design flaws. and lacking in information on impact on learners. Questions are raised for further research. (AMH)

ED 335 960 FL 019 486

Culver, Lee C.
Improving Reading Speed and Comprehension of ESL Students with the Computer.
PUB DATE- May 91
NOTE- 91p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *English (Second Language); *Reading Comprehension; *Reading Improvement; *Reading Rate; Reading Tests; Scores; Second Language Instruction; Two Year Colleges

This study addressed the high retention percentage of college bound English-as-a-Second-Language (ESL) students exiting and ESL program who were retained in college developmental reading classes because of poor entrance test reading scores on the Multi-Assessment Placement Services (MAPS) exam. A computer reading program, implemented to improve reading speed and comprehension, was used to determine the exit and entrance scores for ESL students (n=20) in the target group. A computerized, levelized, reading program--Reading Mastery with reading attack skills (skimming, scanning, comprehension, and cloze procedures) was used to boost student speed and comprehension levels in reading. The results showed a reading grade level improvement for the majority of students in the target group with an overall increase of 3.9 grade levels in vocabulary, 1.3 grade levels in comprehension, and a 3.4 grade level increase in reading rate. The results provide significant information about the effect of increasing reading speed on student comprehension levels through the use of the computer. It was concluded that the computer was a good tool to improve student reading rate, although for some students increased speed did not lead to increased levels of comprehension. Appendices include graphic analysis of progress and student data. (Author/JL)

ED 336 041 HE 024 862

Frost, Susan H.

Decentralized and Integrated Institutional Research: A Contradiction in Terms That Works. AIR 1991 Annual Forum Paper.

PUB DATE- May 91

NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrative Organization; Administrative Principles; *Formative Evaluation; Higher Education; *Institutional Research; Management Development; *Office Management; Private Colleges; *Research Administration

IDENTIFIERS- *AIR Forum

A newly organized small college model for a decentralized institutional research office was described and evaluated. Using Hearn and Corcoran s six external or organizational forces (external environment, personalities or individual interests, management styles, power arrangements, microcomputing and telecommunications, and structural and procedural arrangements) a small private liberal arts college in the Southeastern United States adopted a 2-year comprehensive assessment model to measure the effectiveness of the educational program. Year One activities included seven research goals and eight procedural goals. Year Two activities involved assessment of Year One s goals and the establishment of more sophisticated Year Two goals. It appeared that two channels of activity contributed to the proliferation of institutional research activities of which the newly-organized research office was one. However, the needs of the institution were not completely met by this office and so it was found that department chairs and academic area directors offered an alternative and supporting channel of activity. The outcome showed that the research effort had moved in two years from a position of engaging in almost no centralized empirical study to one of widespread involvement. The paper offers 12 references and 1 table. (JB)

training. (19 references) (DB)

ED 336 060 IR 015 055

Hativa, Nira
Cognitive, Affective, and Social Impacts of Arithmetic Practice with ILS: An Integration of Findings from 6-Years Qualitative and Quantitative Studies.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Aptitude Treatment Interaction; Competition; *Computer Assisted Instruction; Computer Managed Instruction; Cooperative Learning; Elementary Education; Elementary School Mathematics; Foreign Countries; *Instructional Design; *Instructional Effectiveness; Microcomputers; Qualitative Research; Sex Differences; Socioeconomic Influences; Statistical Analysis; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Integrated Learning Systems; Israel; United States

This report summarizes the results of studies of four computer-assisted integrated learning systems (ILS) designed to teach students arithmetic: two in Israel (TOAM--distributed in the United States as DEGEM and SEMEL) and two in the United States (CCC and WICAT). The qualitative and quantitative studies identified cognitive, sociological, and affective effects, as well as several instructional design issues found to affect students benefits from ILS. The report includes discussions of the following: (1) effects of ILS arithmetic practice, including aptitude-related differential effects, age aptitude-related differential effects, socioeconomic status effects, and gender effects; (2) students attitudes towards working with an ILS, including attitudes toward ILS practice, comparisons of attitudes towards class and ILS arithmetic, and reasons for students attitudes towards ILS practice; (3) instructional design and human-engineering issues of ILS, including encouraging cooperation or competition, applying time limitations for entering answers, ILS hardware and software issues, and the use of paper and pencil work while online; (4) students ILS-related behavior; (5) teachers ILS-related behavior, including the teachers use of the class report, attitudes towards the class report, effects on teachers of ILS work and the class reports, competition-related behavior, and perceptions of ILS work on student learning; and (6) decision making through the computerized management of students ILS practice. It is concluded that the ILSs available in schools are not yet mature in that none of the currently available ILS systems is satisfactory in all three of the following areas: a good curriculum, a good computerized management system, and ease of integration with regular school curriculum. (20 references) (DB)

ED 336 119 IR 053 722

A Basic Reference Collection for School Library Media Centers.
PUB DATE- 90
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Learning Resources Centers; Library Collection Development; Library Collections; *Reference Materials; *School Libraries
IDENTIFIERS- Selection Tools

Intended for use in school library media centers for grades kindergarten through 12, this annotated bibliography is designed to help library media specialists select new reference materials and examine the existing reference collection for currency and accuracy. The bibliography represents a basic collection and is limited to 330 of the best available titles. It includes resources relevant to most of the subject areas encountered at the elementary, middle, and high school levels. The collection is arranged alphabetically by subject and the information provided for each entry includes bibliographical data on the work together with its latest price and International Standard Book Number (ISBN) or, where applicable, the International Standard Serial Number (ISSN). To the left of each entry is a boxed letter code indicating the estimated level of usefulness: "E" (elementary); "M" (middle school); and "H" (high school). "E " denotes all levels, and "M " indicates middle and high school levels. Also included in this bibliography are a statement of compliance with the Civil Rights Act of 1964 and a list of the State Board of Education s members and committees. (MAB)

ED 336 196 PS 019 797

Miles, Sue L.
Who Said So? Defining Developmentally Appropriate Activities for Preschool Children.
PUB DATE- Feb 91
NOTE- 51p.; Paper presented at the Annual Meeting of the Chicago Association for the Education of Young Children (Chicago, IL, February 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Developmental Stages; Educational Improvement; *Educational Practices; *Learning Readiness; *Preschool Children; Preschool Education
IDENTIFIERS- *Developmental Curriculum; *Developmentally Appropriate Programs

Most teachers persist in using highly structured teaching methods with pre-school pupils and in trying to teach academic skills for which young children are not prepared. This is the case because many teachers teach as they were taught or in ways that students parents and relatives want. But researchers find these practices dangerous, and stress that different, developmentally appropriate early learning experiences lead to later academic success. The National Association for the Education of Young Children has defined developmentally appropriate practice, and all early educators should be familiar with their guidelines. However, teachers often find it difficult to implement developmentally appropriate practice, especially when it seems that so many of the most common early teaching activities are inappropriate. But there are sound theoretical reasons to choose developmentally appropriate alternatives to these inappopriate activities, especially when these alternative activities are easy to implement. Several developmentally inappropriate activities that are commonly used by teachers are listed. A 29-item bibliography is included. (SAK)

ED 336 216 RC 018 087

Leisey, Robin M.; And Others

The Consolidation of a Rural School District: A Case Study.

PUB DATE- 90
NOTE- 61p.; Faint type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Consolidated Schools; Curriculum Development; Educational Finance; Extracurricular Activities; *Financial Problems; High Schools; *Identification (Psychology); *Politics of Education; Power Structure; *Rural Schools; School Size; School Taxes; Sociology; Student Attrition
IDENTIFIERS- Coffee School District GA; Quality Basic Education Act (Georgia)

The Coffee County (Georgia) Board of Education voted to consolidate Nicholls and Broxton High Schools with Coffee High School. This case study analyzes the issues of school consolidation, benefits to students and financial implications through sociological and political science perspectives. Data were collected by personal interview, document analysis, and a questionnaire survey. Three major conclusions were reached. From the political science (financial) point of view, the decision to consolidate was in the best interest of the citizens of Coffee County because: (1) there were three high schools, but the available state money was only enough to support one; (2) the county supported 50 teachers with local funds, to keep 2 small high schools functional; and (3) the current school millage was 20 mills, which is the maximum allowed by law. From the political science (power) perspective, the state s Quality Basic Education Act placed financial pressure on systems to consolidate by granting "reward" money. While the local board of education had the power to vote on the decision, citizens and students appeared powerless. From the sociological perspective, the smaller schools will lose their identity and community spirit as a result of consolidation; however, curriculum advantages will be gained. Further research should address the effects of consolidation on communities and businesses, student relationships in the new schools, and the effectiveness of large versus small schools. (KS)

ED 336 234 RC 018 309

Huff, Cynthia O.
Pediatric Health Fairs: One Approach to the Health Needs of Appalachian Children.
PUB DATE- Nov 90
NOTE- 5p.; Paper presented at the Conference on Appalachia (5th, Lexington, KY, November 6-7, 1990).
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; *College School Cooperation; Elementary Education; *Health Education; Health Needs; Higher Education; *Nursing Education; Rural Education
IDENTIFIERS- Appalachia; *Health Fairs; Tennessee

An assessment of the health education needs of children in Tennessee resulted in the initiation of a pediatric health fair by nursing students at Carson-Newman College. The fair was presented to approximately 180 second-grade students in a rural elementary school in East Tennessee. The following activities took place at the exhibits: (1) at the handwashing table, petre dishes were utilized to culture a washed hand, an unwashed hand, and a nickel; (2) children were presented with identical bottles, one containing a harmful substance, the other an edible substance to demonstrate the dangers of unlabeled medication; (3) nutrition was represented through a poster of the basic food groups and a Tic-Tac-Toe game based on good nutrition; (4) injuries and first aid were demonstrated on posters and students received band-aids; (5) a chart displayed proper toothbrushing and dental flossing, and children received toothpaste and colorful magnets; (6) children received blood pressure screening; (7) posters identified the needs of latch key children, and a paper for parents and children was distributed; and (8) the importance of exercise was demonstrated by students taking their resting pulse, performing jumping jacks, then retaking their pulse. The response to the health fair from the principal, teachers, elementary students and nursing students was positive. The principal indicated that the fair helped meet one of their educational goals and helped establish communication between the school and community. (KS)

ED 336 253 RC 018 359

Peach, Larry
A Study Concerning Stress among High School Students in Selected Rural Schools.
PUB DATE- 12 Aug 91
NOTE- 12p.; Paper presented at the Annual Education Conference (Cookeville, TN, August 12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Coping; Educational Environment; High Schools; *High School Students; Questionnaires; *Rural Schools; *Sex Differences; *Stress Variables; *Student Attitudes

This study identifies stressful events in the lives of high school students in a rural region of Tennessee. Questionnaires were completed by 240 high school students (144 female and 96 male). The questionnaires included 19 statements to which the participants were to respond concerning their belief about the stressfulness of the situation described. In addition, the participants were asked about their coping skills and with whom they discussed school-related problems. The majority of students reported the following stressors: (1) academic classwork; (2) relationships with the opposite sex; (3) concern about grades; (4) feelings about personal appearance; (5) pressures to succeed and achieve; (6) test-taking; (7) feelings about self-worth and personal respect; (8) peer acceptance; (9) relationships with friends; and (10) "problems" at school. The majority of females also found substance abuse and thoughts about the future to be stressful. The majority of males found school rules, outside employment, concern about financial obligations, and involvement in co-curricular activities to be stressful. Participants identified persons with whom they would most likely discuss a school problem. The males ranked their choices (in descending order) as counselors, friends, parents, teachers, and the school principal. Females chose counselors, teachers, parents, friends, and the school principal. More females than males indicated that they did not cope well with stress. (KS)

ED 336 323 SO 021 567

Program of Studies. Instructional Goals and Objectives: Art.

PUB DATE- Mar 91
NOTE- 81p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aesthetic Education; Art Activities; Art Criticism; *Art Education; Art History; *Educational Philosophy; *Educational Strategies; Elementary Secondary Education; *Instructional Design; State Curriculum Guides; Student Educational Objectives; Visual Arts
IDENTIFIERS- Aesthetics; *West Virginia

Instructional goals and sample instructional objectives for art education in West Virginia s public schools are outlined. A comprehensive arts education program is basic to the general education of every child. Two guiding principles directed the programs design. First, each student should have opportunities to acquire skills in the four disciplines of art education: art production, art history, aesthetics, and art criticism. Second, an art education program should provide a sequential series of required and elective offerings to enable students to develop perception, production skills, appreciation, critical thinking skills, imagination, and personal identity. Instructional goals are provided for three sequential programmatic levels, early childhood K-4, middle childhood 5-8, and adolescent education 9-12. These goals consider the learner, the subject, and the sequence of objectives as the most important elements of the instructional process. Recommended instructional objectives, based on the instructional goals, are provided for grades K-12 in the major areas of study within the art program: general art, studio art, and art history. At the adolescent level, studio art objectives are listed for the study of architecture, calligraphy, ceramics, computer art, crafts, drawing, fiber art, jewelry, painting, photography, printmaking, sculpture, and stained glass work. A visual arts glossary is provided. (KM)

ED 336 386 SP 033 317

Hafner, Anne; Owings, Jeffrey

Careers in Teaching: Following Members of the High School Class of 1972 In and Out of Teaching. Analysis Report. National Longitudinal Studies of the High School Class of 1972.
PUB DATE- Jul 91
NOTE- 56p.; Data Series: NLS:72.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Attrition (Research Studies); *Career Development; Elementary Secondary Education; Human Capital; Job Satisfaction; Longitudinal Studies; National Surveys; Predictor Variables; Teacher Attitudes; Teacher Background; Teacher Characteristics; Teacher Education; *Teacher Persistence; *Teaching (Occupation); Teaching Experience
IDENTIFIERS- National Center for Educational Statistics

This study of career patterns in teaching was conducted to provide insight into the development of careers within the teaching profession. The objectives of the study were: to describe the career patterns of a national sample of individuals from the high school class of 1971 (1,011 individuals surveyed during the period 1972-86) who were either trained for or entered the teaching profession; to describe teachers as to their self-reported background and education characteristics, teaching qualifications, teaching experiences, attitudes toward teaching, satisfaction with pay and with the profession; and to identify variables which predicted retention in the teaching field to 1986. Results suggest that the best predictors of teacher retention were human capital variables including the number of years in teaching, satisfaction with the job, teaching in a public school, number of continuing education activities, and number of education credits. Recommendations to policymakers include recognizing the importance of: (1) making teaching more professional thereby enabling individuals to have a larger investment in their careers; (2) wages and other economic incentives; (3) investing in teaching careers for women; and (4) offering flexibility for women who wish to get married or have children. (LL)

ED 336 425 TM 017 254

Redfield, Doris L.; And Others
The Role of Student Outcomes in Dual Purpose Teacher Evaluation Systems: A Model for Meeting Top Down and Bottom Up Needs.
PUB DATE- Oct 89
NOTE- 15p.; Paper prepared for presentation at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; *Educational Assessment; Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; *Models; Needs Assessment; *Outcomes of Education; *Pilot Projects; State Programs; Summative Evaluation; *Teacher Evaluation; Testing Programs
IDENTIFIERS- Georgia; Kentucky; Teacher Performance Appraisal System

A model is presented for including student outcome measures on teacher evaluation systems when there are needs for both formative and summative evaluation data. The experiences of Kentucky and Georgia provided bases for the development of the dual purpose assessment model. Pilot tests in Kentucky and Georgia were specific to the top-down accountability legislation that drove them, but the demands for bottom-up outcome information that could be used for local improvement provided lessons that contributed to model development. The nine-step teacher productivity appraisal process used in Georgia is outlined. The model calls for measures that can defensibly hold teachers accountable to the public and to policy-making groups for particular student achievements. The model also calls for measures that can defensibly hold teachers accountable to themselves, their students, and parents for providing appropriate instruction. The model is based on a broad definition of student achievement to include a variety of cognitive and non-cognitive outcomes. Figure 1 illustrates specific and general outcomes. Figure 2 is a flowchart of the dual-purpose evaluation model. (SLD)

ED 336 078 IR 015 094

Harris, Bruce R.; And Others
Learner-Generated Summaries in Tutorial Courseware.
PUB DATE- 91
NOTE- 25p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Computer Assisted Instruction; *Courseware; Higher Education; *Instructional Effectiveness; *Interactive Video; *Intermode Differences; Man Machine Systems; Microcomputers; Pretests Posttests; *Prior Learning; Programed Tutoring; Thinking Skills
IDENTIFIERS- *Generative Processes

The purpose of this study was to examine the effects of replacing multiple-choice and short-answer questions in programmed tutorial courseware practice interactions with learner-generated summaries on three types of verbal information learning outcomes. The study was designed to empirically investigate the claim that the level of mental processing is increased when students use prior learning to create new knowledge. Sixty-nine students participated in an interactive videodisc tutorial on biology. Data were analyzed using a pretest-posttest comparative group design. Results indicated that students in the learner-generated summaries group took more time to complete the task, yet scored lower on short-answer and multiple-choice tests than students in the multiple-choice and short-answer groups. It is concluded that replacing short-answer and multiple-choice questions in computer assisted instructional tutorials with generative processes such as learner-generated summaries does not facilitate learning outcomes. (88 references) (DB)

ED 336 138 JC 910 411

Setting the National Agenda: Academic Achievement and Transfer. A Policy Statement and Background Paper about Transfer Education.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Articulation (Education); College Administration; *College Planning; College Role; *College Transfer Students; Community Colleges; Higher Education; *Intercollegiate Cooperation; Role of Education; Teacher Role; *Transfer Policy; Two Year Colleges

Focusing on the academic dimensions of student transfer from two- to four-year institutions, this report seeks to provide a foundation for institutional and academic policy decisions affecting the transfer experience and student achievement. Part I presents a policy statement on academic achievement and transfer and a nine-point agenda for action. The agenda calls on two- and four-year institutions to: (1) establish a firm commitment to transfer; (2) enrich the connection between teaching and transfer; (3) revitalize academic relationships between institutions; (4) manage transfer more effectively; (5) identify and realize transfer goals; (6) inform students fully; (7) issue a clear public call for improved transfer; (8) acknowledge the importance of financial support; and (9) establish firm expectations of transfer students. Suggested activities for implementing each of the points are attached. Part II presents a background paper by James C. Palmer and Judith S. Eaton. The paper begins by examining the implications of transfer education for the mission and values of two- and four-year institutions. After reviewing existing research on student transfer, the paper examines strategies commonly used to improve transfer, including inter-institutional arrangements and special student services. The role of faculty in transfer is discussed next. After stressing the importance of building an empirical base to assess transfer improvement projects, concluding comments reviewing the implications of a reemphasis on transfer. A 116-item bibliography is included. (PAA)

ED 336 299 SO 021 254

Seaver, Jonathan R.
Morality and Values in American Education.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; Futures (of Society); Higher Education; *Moral Values; *Role of Education; Student Educational Objectives; Values

At the source of the current crises faced by the United States is societal ambiguity, both intentional and unintentional. It is theorized that this ambiguity results from the emergences of existentialism and pragmatism as central themes in the U.S. educational system. The relationship between morality and education is explored from a number of perspectives including social, historical, political, philosophical, and psychological. An argument is put forward on behalf of an "ethic of being," that would allow for individual preferences that are not required to conform to any specific morality as defined by others, but would adhere to common social values held to be within the realms of self-interest and common benefit. Changes to be made in the nation s educational, social, and governmental systems are suggested. (DB)

ED 335 983   HE 024 781

Trends in Student Aid: 1981 to 1991.
PUB DATE- Aug 91
NOTE- 17p.; For earlier report, see ED 238 379.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *Federal Aid; Financial Support; *Grants; Paying for College; Postsecondary Education; *State Aid; Statistical Data; *Student Financial Aid; *Student Loan Programs; Trend Analysis
IDENTIFIERS- Guaranteed Student Loan Program; Pell Grant Program; Stafford Student Loan Program

This report provides statistics on student aid in the 1980s and 1990s, complementing the publication, "Trends in Student Aid: 1963 to 1983." It revises figures presented earlier for the 1980s and gives estimates for academic year 1990-91. Tables 1 to 8 provide a variety of statistics on student aid, family income, and college costs for the period 1981-82 through 1990-91. Appended tables provide basic program statistics for all years in the College Board data base back to 1963-64. Table 6 of this report includes data on the distribution of guaranteed student loan dollars by type of institution. Among the report s findings are the following: (1) total available student aid in 1990-91 was 27.9 billion; (2) in academic year 1990-91, the federal government provided 75 percent of available student aid; (3) over the last decade, the federal share of available aid has decreased from 85 to 75 percent; (4) Pell Grant funding failed to keep pace with inflation between 1989-90 and 1990-91, declining in purchasing power by 118 million; and (5) although college costs rose throughout the last decade, annual growth has slowed substantially since 1986-87. (GLR)

ED 336 003 HE 024 823

Involuntary Termination: What If It Happens To You?
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Dismissal (Personnel); Higher Education; *Legal Aid; *Outplacement Services (Employment); Personnel Evaluation; Personnel Policy; *Student Personnel Workers

This booklet offers advice and information for college or university student affairs officers who have been involuntarily terminated. The document addresses initial responses to the news of termination and suggests buying time and seeking legal advice before signing any agreements, talking to those outside the situation, controlling communication with the press and community and maintaining a professional demeanor. A section on negotiating the terms of departure covers the legal nature of the departure, severance compensation, benefits, public announcements, letters of reference, support services, the nature of any continued institutional relationship and post-settlement agreements. There follows a section of pointers on seeking legal advice including selection of counsel, decision making, and gathering records. A section on maintaining personal and financial well-being suggests remaining active, sharing with family and friends, retaining good health habits, and assessing one s personal financial situation. The next section treats career planning and job searches and touches on networking, establishing a work space, and being honest in letters and resumes. A final section encourages planning ahead for the possibility of involuntary termination by negotiating a multi-year contract, asking for performance evaluations, listening for warning signals, and keeping professional options open. Seven references are offered. (JB)

ED 336 023 HE 024 843

Aquino, Felix J.

Operationalizing a Student Typology: Steps toward Building a Community College Success Model. AIR 1991 Annual Forum Paper.

PUB DATE- May 91

NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Classification; Cluster Analysis; *College Outcomes Assessment; College Students; Community Colleges; Educational Assessment; *Educational Counseling; *Evaluation Methods; Full Time Students; Higher Education; Institutional Research; Outcomes of Education; Part Time Students; Student Educational Objectives; *Student Evaluation; Two Year Colleges

IDENTIFIERS- *AIR Forum; Student Course Load

This paper describes the process by which Dallas County Community College District (Texas) developed and operationalized a student typology for assessing student outcomes. The purpose of the typology is to assist in identifying at risk students and increasing their chances of academic success while simultaneously allowing for the diversity of student goals, needs, and abilities found at a community college. After a discussion of the institutional context of the creation of the typology, there is a brief description of the typology itself which is based on the two key variables of initial course load and stated intention (e.g., degree, job related, personal interest) and its use as a success model, including the formulation of success indicators dependent on student classification, and its use in outcomes assessment. The paper also deals with the conceptual and organizational challenges which must be met in order for the typology to become a useful tool in improving student outcomes. (GLR)

ED 336 098 IR 053 656

Houle, Laura
B.C. Public Library Involvement in Literacy Programs.
PUB DATE- May 90
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Educational Methods; Foreign Countries; Illiteracy; Library Materials; *Library Services; Library Surveys; *Literacy Education; *Public Libraries
IDENTIFIERS- *British Columbia

This report presents the methodology and results of a survey which determined the current level of involvement in literacy-related services of 50 public libraries in British Columbia. The primary areas addressed by the survey are: (1) the degree of "formal involvement" in literacy-related activities; (2) most common literacy activities; (3) kinds of literacy materials provided; (4) sponsorship of library learning centers; (5) publicity activities; (6) most important literacy services; (7) library membership in a literacy coalition; and (8) future plans for literacy involvement. It is noted that libraries that have formed or joined literacy coalitions tend to have a higher level of involvement in literacy activities than those that have not. (6 references) (MAB)

ED 336 175   PS 019 387

Pomije, Arlene
Development and Implementation of an Inservice to Increase
  Student Teachers Understanding and Management of the Out-of-
  Control Child in the Elementary Classroom.
PUB DATE- 90
NOTE- 44p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Dissertations/Theses -
  Practicum Papers (043)
DESCRIPTORS- *Behavior Problems; Classroom Communication;
  Classroom Environment; *Classroom Techniques; *Discipline;
  Discipline Policy; *Elementary Education; *Preservice Teacher
  Education; Student Teacher Attitudes; *Student Teachers

The practicum addressed the problem of student teachers inadequacy in managing out-of-control children in the elementary classroom. The objectives were to conduct: (1) an in-service program on six factors that contribute to out-of-control behavior; and (2) an in-service program on the techniques for managing the out-of-control child. Techniques included family intervention conferences, three-party confrontation, resolution contracting, physical reconstruction of the learning environment, hassle logs, tonal taping, and audio assessment. Objectives were met. A total of 97 percent of the student teachers were able to state the factors contributing to out-of-control behavior with 95 percent accuracy. A total of 94 percent of the student teachers were able to state and apply at least five techniques to manage out-of-control children with 95 percent accuracy. A questionnaire that was used as an evaluative tool is appended. A bibliography provides 22 references. (Author/GLR)

ED 336 274 SE 052 211

Wafubwa, Cecilia Namenge
Mobility of Science Teachers from Kenyan Secondary Schools to Other Employment.
PUB DATE- Jun 91
NOTE- 117p.; Master s Thesis, Queen s University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Career Change; Career Choice; Economic Impact; Employment Opportunities; Faculty Workload; Foreign Countries; Job Satisfaction; Occupational Mobility; Science Education; *Science Teachers; Secondary Education; Secondary School Science; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Persistence; Tenure
IDENTIFIERS- *Kenya

Not only is there a shortage of qualified science teachers in Kenyan secondary schools, but also teachers are leaving the profession to take up nonteaching employment. A substantial number of qualified graduate teachers leave the profession soon after entering it. This loss of qualified science teachers from the profession affects Kenya s economic development, particularly in the scientific, technological, and professional sectors. This study attempts to uncover factors that affect science teacher mobility. Tape recordings, observations, and field notes were used for data collection. Through interviews with both former and current teachers the study provides insight into teaching as a profession in Kenya. The study looks at attitudes toward teaching as a career, motives for entering teaching as a career, and reflections on the actual teaching of science in secondary schools as factors related to decisions to leave the profession. The information gained from this study is used to propose changes that might contribute to the retention of qualified science teachers and attraction of talented people to the teaching profession in Kenya. Chapters include: (1) "The Provision of Scientific and Technological Expertise in Kenya: A Problem"; (2) "The Kenyan Educational System and the Provision of Science Teachers"; (3) "The Mobility of Science Teachers: A Review of the Literature"; (4) "The Design of the Research"; (5) "Perceptions of Science Teaching as a Career in Kenya"; (6) "An Analysis of Teacher Expectations in the Context of Kenyan Society"; and (7) "Mobility of Teachers and Educational Policy in Kenya." Copies of interviews with a current and former teacher are appended. There are 104 references. (KR)

ED 336 366 SP 033 277

Desmond, Cheryl T.
Mastery Learning: Teacher Belief, Language, and Practice.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Educational Change; Elementary Education; Elementary School Teachers; Interprofessional Relationship; *Mastery Learning; *School Districts; Speech Communication; *Teacher Attitudes
IDENTIFIERS- Johnson City Central School District NY

The development of a common instructional language used by teachers and administrators to describe their beliefs about student learning and to coach other teachers can be an important factor in the adoption of instructional change. This investigation of the relationship of language, belief, and practice is the culmination of a historical analysis of the school reforms of mastery learning and outcomes-driven education in the Johnson City Central School District, New York. The paper reviews conceptual models of individual behavior and change within organizations, the characteristics of social learning, and the relationship between thought and language. It argues that an instructional language based upon educational research and a commonly shared mission and rooted in the local culture will increase teacher efficacy for both the coaching teacher and the teacher being coached. A common language will also increase the efficiency of communication within the organization. Thus, the tolerance for interdependence between different levels in the system will increase, which will enhance system-wide adoption of instructional change. (Author/AMH)

ED 336 120 IR 053 724

Information at Risk: Michigan Libraries in the 1990 s.
PUB DATE- Oct 88
NOTE- 129p.; For a review of the task force recommendations, see ED 333 881.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; *Financial Support; Higher Education; *Information Technology; Learning Resources Centers; Library Automation; *Library Cooperation; *Library Planning; Library Role; *Library Services; Public Libraries; School Libraries; Shared Resources and Services; Special Libraries; *Statewide Planning; Technological Advancement
IDENTIFIERS- *Michigan

In June 1987 the Library of Michigan Board of Trustees appointed a special task force on library interdependency and funding whose charge was to formulate recommendations and methods for achieving adequate services by and funding for Michigan libraries. The first three sections of the report provide a brief introduction and statement of the problem, the names of the task force members, and the details of the full charge to the task force. The fourth section presents the task force s special and major recommendations deemed to be the most significant. The fifth section lists all of the recommendations from each of the subcommittees by subject category, i.e., Interdependency, Funding, Library of Michigan, Statewide Library Card, Structure, and Technology, and by priority within these categories. The last four sections present the reports and recommendations from the subcommittees on academic, public, school, and special libraries. (MAB)

ED 336 156 JC 910 433

Cotroneo, Keith J.
Employee Productivity: What Followers Need from Managers. A Report from the HJC Corporate College.
PUB DATE- Jun 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Community Colleges; *Curriculum Development; *Employee Attitudes; Employer Employee Relationship; *Management Development; School Business Relationship; Two Year Colleges; Work Attitudes; Work Environment
IDENTIFIERS- Hagerstown Junior College MD; *Productivity

To gather information for use in developing the curriculum of a new Corporate College executive training program, Hagerstown Junior College (HJC) conducted a study of management and leadership practices at five organizations in the western Maryland region. The study used focus group interviews with hourly employees to gather information from participants on recent experiences that they felt had influenced their motivation, trust, and involvement levels within their organizations. Each interview lasted approximately 2 hours, and the 5 sessions involved 22 employees. In all, 162 separate comments were recorded in 6 categories, namely: establishing credibility; fostering participation; distributing authority; providing support; recognizing contributions; and creating a mission. Of the 162 comments, 70% related to systems design or work flow issues, while 30% were directed toward individual behavior. Findings of the study included the following: (1) employees were intense observers of management actions and were adept at noticing discrepancies between words and deeds; (2) employees recognized the importance of cooperation in the work setting, and wanted input into decisions that affected their work; (3) employees felt positive when given opportunities to plan and implement their own work and felt equally unmotivated when playing passive roles or when management intervened inappropriately; (4) employees expected managers to make their jobs easier; (5) employees wanted monetary and social/personal recognition for their work; and (6) employees favored a strong sense of organizational direction. As a result of the study, HJC determined that Corporate College programming must include a course/seminar which directly addresses the design of work and that programming efforts should target existing or emerging leaders, rather than mid- or lower-level management. (JMC)

ED 336 217 RC 018 095

Archibald, Jo-ann, Ed.; And Others

Ourselves, Our Knowledge. Establishing Pathways to Excellence in Indian Education Implementation: Challenges and Solutions. Selected Proceedings of the Conference of the MOKAKIT Indian Education Research Association (Winnipeg, Manitoba, October 17-19, 1986).

PUB DATE- Jan 88
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; Bilingual Education; *Canada Natives; Cognitive Style; *Community Programs; *Cultural Differences; *Curriculum Development; *Educational Theories; Elementary Secondary Education; Foreign Countries; Holistic Approach; Research Problems; Social Problems; Substance Abuse
IDENTIFIERS- Canada

This proceedings addresses issues within the area of Indian education. The papers are categorized into four sections. The section "Theoretical Contributions" includes papers that: (1) advocate a commitment to the future of creative ethnicity and a regard for the past of tribalism; (2) offer a framework as a means of better understanding the task of providing meaningful schooling to Indian children; and (3) describe myths and research and suggest empowering Indian communities to conduct research. The papers in the "Theory into Practice" section discuss applications of theory for educators, including: (1) designing a holistic framework of the child in the school-community environment; (2) a critique of existing school literature programs in which Native literature is absent; and (3) an integrated view of the Indian learning style, based on the theories of Alfred Adler. The third section, "Community-Based Contributions" contains: (1) a summary of the "Seeking New Directions" project focusing on the practical educational and clinical responses to substance abuse and youth in crisis; and (2) a description of a curriculum development project that aimed to maintain the Micmac language. The fourth section, "Case Studies," includes papers that: (1) review the struggle by the people of Chapel Island Research to provide culturally relevant schooling for their children; (2) describe an experimental program in cognitive development for intermediate students; and (3) describe ethnic prejudice among high school students. The final section is a single paper reporting on a survey of educational attitudes in the Indian community. (KS)

ED 336 235 RC 018 310

Hale, Margie
Building a Constituency for Children.
PUB DATE- 6 Nov 90
NOTE- 8p.; Paper presented at the Conference on Appalachia (5th, Lexington, KY, November 6-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Advocacy; Children; *Child Welfare; Citizen Participation; *Community Involvement; Community Leaders; Family Problems; *Public Policy; *Rural Areas; *Social Action; *Social Services
IDENTIFIERS- West Virginia

One of the goals of the West Virginia Task Force on Children, Youth and Families is to build a constituency for children. Two critical factors in building a constituency for children are a shared vision and influential leaders. The four principles used by the Task Force for building a constituency are: (1) defining a regional target for organizing in the private sector; (2) promoting models for programs that work; (3) using a membership concept in which there is no fee to join, and each member becomes a regional advisor; and (4) conducting fact-finding and sharing information. Building a constituency for children in rural West Virginia must consider limited resources, geographic isolation, and physician shortages. Other challenges include differing needs of each member of the coalition and of different regions. Risk factors for children are poverty, health problems of early childhood, and abuse and neglect.

Examples of programs that will help overcome the risk factors are Headstart, Women Infants and Children (WIC), and Family Planning. Some of the reasons society does not do what is right for children are demands of special interests, greed, power, and lack of knowledge. There is a growing recognition that it is in everyone s self-interest to do something. The public recognizes that children must be protected from poverty and other abuses because when they are not, society will one day have to be protected from them. (KS)

ED 336 300 SO 021 256

Green, Alan Anthony
American Art Music in the Twentieth-Century: An Assessment of the Basic Information Sources.
PUB DATE- Jun 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Information Sources; Library Services; *Music; *Reference Materials; Search Strategies
IDENTIFIERS- *Classical Music

This assessment of 62 reference sources that contain information on U.S. art (classical) music of the twentieth century examines the following categories of sources: (1) Pilot Sources; (2) Lexica; (3) Histories and Chronologies; (4) Gesamtausgaben, Denkmaler, and Thematic catalogs; (5) Indexes and Bibliographies of Literature; (6) Lists of Music for Performance; (7) Union and Library Catalogs; (8) Directories; and (9) Discography. (DB)

ED 336 324 SO 021 658

The Arts & Government: Questions for the Nineties. Report of the American Assembly Conference (Harriman, New York, November 8-11, 1990).

SPONS. AGENCY- AT&T Foundation, New York, NY.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Nov 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; *Federal Government; *Financial Support; *Fine Arts; Local Government; Music; Participative Decision Making; *Policy Formation; State Government; Theater Arts
IDENTIFIERS- National Endowment for the Arts

The proceedings of a 3-day conference, discussing the relationship between government and the arts in the United States, are presented. Issues that will confront the arts in the 1990s were identified and policy recommendations were suggested. Six basic principles were reflected in many of the discussions: (1) a flourishing artistic life is in the best interests of a democractic society and therefore government support is appropriate; (2) the principal selection criterion for government funding should be excellence; (3) government policies and private actions that threaten artistic freedom in U.S. society should be vigorously opposed; (4) government arts programs should support new works of promise even if they may prove controversial; (5) public funding policies must be administered according to the principle that no artist s work may be compromised, suppressed, or unrecognized because of race, ethnicity, gender, sexual preference, or political or religious belief; and (6) artists and arts organizations that receive public support must be responsible for creating the highest quality work and educating audiences to become critically aware. Findings and recommendations for the National Endowment for the Arts (NEA) and state and local arts support follow these principles. The American Assembly participants recommended methods to improve the case for the arts and its presentation to the public and how the government can effectively address the cultural requirements of underserved communities. New international cultural policies and tax policies also are recommended. The report concludes with recommendations for improving arts education. A list of conference participants is attached. (KM)

Haipt, Mildred
New Teachers with Life Experiences: How Different Are They?
PUB DATE- 7 Feb 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (70th, Las Vegas, NV, February 7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults (30 to 45); *Beginning Teachers; Career Change; Comparative Analysis; Elementary Secondary Education; Higher Education; *Maturity (Individuals); Maturity Tests; Middle Aged Adults; Personality Assessment; *Personality Development; Preservice Teacher Education; *Teacher Characteristics; Young Adults
IDENTIFIERS- California Psychological Inventory

Little empirical research has documented the impressionistic reports that mature-age students bring a unique and highly desirable set of personal qualities to the teaching profession. To help fill the gap, this study gathered empirical data from both mature-age and college-age students (N=74) on the following: (1) personality characteristics; (2) dominant personality types of these two groups; (3) levels of self-realization and integration; (4) reasons for becoming teachers; and (5) personal and professional goals. All the participants took the 1986 revised form of the California Psychological Inventory (CPI) and completed a brief information form. The CPI measures 20 folk concepts or personality characteristics that are called into play in daily interactions. Data analysis showed similarities among the set of scales that measure more interactional, socially observable qualities, such as dominance, sociability, and social presence. The 12 scales on which the mature-age students scored significantly higher were those assessing the more internal values and control mechanisms. Both groups had similar proportions of personality types, but their self-realization scores were significantly different; the mature-age students showed higher levels. The fact that the mature-age students scored higher on 12 of the 20 concepts suggests questions relative to educational policy and practice. Four tables displaying the data are attached. (AMH)

ED 336 406 TM 017 107

Sitko, Barbara M.
"If They re Confused You Have To Help Them": Respond to Feedback.
SPONS. AGENCY- Washington State Univ., Pullman.
PUB DATE- Apr 91
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Authors; *College Students; Comparative Analysis; Decision Making; Experimental Groups; *Feedback; Higher Education; *Instructional Effectiveness; *Learning Processes; Models; Protocol Analysis; *Writing Improvement
IDENTIFIERS- *Revision Processes; Text Processing (Reading)

This protocol study: (1) tested the instructional use of a model of the decision processes involved in revising after feedback; (2) examined whether feedback specifying a text problem was a stronger cue to revision than feedback summarizing the point of a paragraph or predicting forthcoming text; and (3) compared the quality of texts revised after feedback with those revised without feedback. Twenty-four writers in basic writing classes at a northwestern university wrote a paper of advice to a 12th-grader about writing a college application essay. One week later, writers revised their papers, first as they wished, and next after receiving interpretive feedback from two 12th-graders. The experimental group was given a visual and verbal graphic of the decision processes in revising after feedback. The control group was asked to revise in light of the feedback. Results indicate that the prompt specifying decision processes had no effect, and that writers responded more to feedback specifying a whole text problem than to feedback summarizing the point of a paragraph or predicting forthcoming text. Although the quality of all texts revised after feedback was judged higher than that of texts revised before feedback, between-group differences were not significant. Three data tables, 1 figure, and a 69-item list of references are included. Five appendices provide directions for completing the study tasks. (SLD)

ED 336 426 TM 017 258

Sawyer, Richard; Welch, Catherine

Changes in PEP Test Scores for Students Who Have Tested More Than Once.

PUB DATE- Jan 90

NOTE- 21p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Gains; *Achievement Tests; *College Students; Comparative Testing; Higher Education; Multiple Choice Tests; Nursing Education; *Outcomes of Education; *Scores; Test Wiseness

IDENTIFIERS- *ACT Proficiency Examination Program; *Retesting; Testing Effects

The frequency of multiple testing on the Proficiency Examination Program (PEP) multiple-choice tests, the characteristics of examinees who retest, and the effects of retesting on test scores were examined. Tests in the PEP program cover a broad range of academic disciplines and generally include material covered in one or two semesters of an undergraduate program. Institutions use the test scores for credit or placement purposes. Examinees who took three PEP tests in nursing subjects more than once during the period October 1983 to October 1987 were included in the study. Tests were taken by 19,470 students; 2,058 retook the tests. Only examinees who failed on the first testing retested. Average increases between scores on the first and second testing were between 3.9 and 4.4 scale score points; however, some examinees had poorer scores on second testing. Results indicate that only those whose score was close to passing initially had a reasonable chance of passing the retest. Eight tables present study data. (Author/SLD)

ED 335 961 FL 019 497

Minami, Masahiko
Children s Narrative Structure: How Do Japanese Children Talk About Their Own Stories?
PUB DATE- Nov 90
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; *Cultural Context; Discourse Analysis; Elementary Education; *Empathy; Foreign Countries; *Language Patterns; Language Research; Language Styles; *Narration; Poetry; *Story Telling; Young Children
IDENTIFIERS- *Japanese People

The conversational narratives of 17 Japanese children aged 5 to 9 were analyzed using stanza analysis. Three distinctive features emerged: (1) the narratives are exceptionally succinct; (2) they are usually free-standing collections of three experiences; and (3) stanzas almost always consist of three lines. These features reflect the basic characteristics of "haiku," a commonly-practiced literary form that often combines poetry and narrative, and an ancient game called "karuta," which also displays three lines of written discourse. These literacy games explain both the extraordinary regularity of lines per stanza and the smooth acquisition of reading by a culture that practices restricted, ambiguous, oral-style discourse. The narratives can be understood in the larger context of "omoiyari" (empathy) training of Japanese children. This empathy training may explain the production, comprehension, and appreciation of ambiguous discourse in Japanese society. An 84-item bibliography is included, and narrative samples and discourse analysis results are appended. (Author/MSE)

ED 335 984 HE 024 783

Hansen, Edmund, Ed.; And Others
Collaborative Learning in Higher Education. Proceedings of the Teaching Conference (Bloomington, Indiana, October 11-12, 1990). Panel Discussions and Selected Presentations.
SPONS. AGENCY- Telecommunications Advancement Foundation, Tokyo (Japan).
PUB DATE- May 91
NOTE- 202p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Environment; *Classroom Techniques;

*College Instruction; Computer Managed Instruction; *Cooperative Learning; Higher Education; *Learning Activities; *Learning Strategies; *Nontraditional Education; Nontraditional Students; Science Instruction; Student Participation; Teaching Methods
IDENTIFIERS- *Collaborative Learning

This conference report contains selected presentations and panel discussions concerning the experiences of faculty and students with learner-oriented approaches to college teaching. Following a welcome address by Kenneth R. R. Gross-Louis and keynote addresses by Faith Gabelnick and Linda Harasim, papers are organized in two categories: "Collaboration in the Classroom" and "Computer-Mediated Collaborative Learning." Papers on classroom collaboration are as follows: "Collaborative Classrooms: Building a Community of Writers," (Sharon Hamilton-Wieler); "Making Connections: Minority Students and Collaborative Learning," (Laura F. Smith, Gladys F. DeVane); "Study Guides, Non-Traditional Teaching, and Non-Traditional Students," (Miriam Helen Hill); "Using Collaborative Learning to Help Promote Conceptual Change in Science," (David Maloney); "Collaborative Learning in Physics? Impossible! And Yet...," (Bennet B. Bradson); and "The Chemistry Laboratory: A Site for Collaborative Learning," (Wilmer K. Fife). Papers concerning computer-mediated collaborative learning are: "The Social Context of Networked Learning: Computers as Medium," (Helen Schwartz and Kristin Froehlke); "Hypertext as a Medium for Student Collaboration," (Kenneth Davis); "Supporting Learning with Process Tools," (David A. Goodrum and Randy A. Knuth); "Computer Conferencing for Collaborative Learning in Large College Classes," (Edmund Hansen and others). Panel discussions concerned the following topics: (1) innovative ways of handling classes with large enrollment, particularly at larger universities; (2) positive features of collaborative learning in general; (3) ways in which the instructors on the panel and in the audience had worked to increase the amount of writing in their classes and the quality of that writing experience; and (4) three different projects in which students had taken on major responsibility for their realization. References follow papers. Contains a 79-item bibliography. The conference agenda is appended. (GLR)

ED 336 004 HE 024 824

Gunn, Bruce

Salary Administration in the Political System vs. Management Systems of Higher Education.

PUB DATE- 89
NOTE- 39p.; For a related document, see HE 024 825.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Administrator Evaluation; *Administrators; Employment Practices; Higher Education; *Management Systems; Personnel Policy; *Political Power; *Power Structure; *Promotion (Occupational); *Salaries

This paper argues that the high output demands of the information age necessitate that higher education salary administration be shifted from political systems, where subjective evaluation makes patronage a criterion of success, to management systems which employ objective analysis to allocate remuneration according to productivity. The paper proceeds with a definition of the political system and an explanation of its operation in a university. This is followed by a discussion of how this man-centered authority structure dysfunctions in salary administration because it does not hold administrators strictly accountable for the quality of their performance. Next, the management system is defined and its functions in a collegiate organization are explored. Finally the merits of using this truth-centered authority structure, to allocate compensation to academicians, are discussed including the employment of objective data to hold all personnel strictly accountable for the quality of their work. This type of authority structure functions on the assumption that truth is sovereign over the operation of the collegiate organization. Consequently, personnel develop their special gifts and talents on the way to positions where they can maximize their contributions to the university. The text includes 49 end notes. (JB)

ED 336 024 HE 024 844

Munoz, Grisel; And Others
Excellence in Higher Education as Defined by Legislators and Public and Private Institutions Administrators. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Curriculum; *Educational Quality; Educational Resources; *Evaluation Criteria; *Excellence in Education; *Higher Education; Institutional Characteristics; Instructional Effectiveness; Literature Reviews; Outcomes of Education; Postsecondary Education; Predictive Measurement; Private Colleges; Public Colleges; Teacher Education
IDENTIFIERS- *AIR Forum

This report presents the results of a delphi study used to determine the criteria for defining excellence in higher education. An open questionnaire was administered to the commissions on education of the Puerto Rico Legislature, the administrators and governing boards of the major public and private postsecondary institutions in Puerto Rico, and prominent figures of the academia, a total of 181 subjects. The results showed that respondents were likely to mention students academic achievement as an important excellence criteria. In regard to academic programs and curriculum, respondents were likely to mention pertinence and comprehensiveness as excellence criteria. The academic preparation of the faculty and their mastery of instructional techniques were also considered essential criteria, as well as the sufficiency and adequacy of institutional resources. A deep concern for and commitment to the community was the excellence criterion most frequently mentioned by respondents in regard to the external environment. Contains 23 references. (GLR)

Rizo, Felipe Martinez; And Others
Assessing the Impact of a Faculty Development Program on Teaching Quality in a Mexican University. AIR 1991 Annual Forum Paper.
PUB DATE- May 91
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (31st, San Francisco, CA, May 26-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; *Educational Quality; *Faculty Development; Faculty Evaluation; Foreign Countries; Higher Education; *Inservice Teacher Education; Program Effectiveness; Women Faculty
IDENTIFIERS- *AIR Forum; *Autonomous University of Aguascalientes (Mexico); Mexico

Responding to enormous enrollment increases, Mexican universities were forced to hire faculty without a Licenciatura degree (corresponds to a United States bachelors degree) and so initiated faculty development activities (FDA) to enhance the performance of underqualified and new teachers. This study assessed the impact of one of these FDAs at the Autonomous University of Aguascalientes, a public university established in 1973. A theoretical model was constructed, and a sample of 302 faculty members was selected. Quantitative information was collected and field work, i.e., observing and interviewing selected cases, was carried out. Multiple regression analysis of data, supplemented by qualitative analysis, offered a basis for the conclusions, and controlled the influence of the other variables included in the model. Results suggested that FDAs were useful for teachers; that though student ratings favored teachers who did not participate in FDAs, this may be explained by the association of inferior ratings with inexperience or insecurity; and that younger, female, part-time teachers did benefit from FDAs though it is not clear whether that improvement is due to FDAs or the effect of maturation and increased security. In addition, the study found that FDAs should be tailored to teachers with different needs. Sixteen references are offered. (JB)

ED 336 079 IR 015 095

Horney, Mark A.; Healey, Deborah
Hypertext and Database Tools for Qualitative Research.

PUB DATE- 91
NOTE- 30p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Data Analysis; *Databases; Higher Education; *Hypermedia; Microcomputers; *Qualitative Research; *Research Tools
IDENTIFIERS- Knowledge Representation; Relational Approach (Information Retrieval)

This study compared and contrasted the use of hypertext and relational database knowledge representation techniques in the analysis of qualitative data. A parallel analysis of teacher interview transcripts was conducted with two computer programs: "EntryWay," a hypertext editor, and "FoxBase /Mac," a relational database with a programming language. The analysis indicated that, while any specific data manipulation process could be conducted in either program, the inherent metaphorical structures employed by each program--textual versus graphic, across smaller chunks versus within larger segments, filter versus map--predisposed the researchers to view, manipulate, and interpret the data in specific and different ways. Descriptions of both EntryWay and FoxBase provide details on the methods they use to sort, filter, and code information. Tables include a printout of an exported file, a QMap, database fields, FoxBase filter, FoxBase file, format for teacher comments, and comments with keyword codes. (Author/DB)

ED 336 099 IR 053 674

Rothlisberg, Allen P.

Holbrook Public Library and Holbrook High School Library--Two Avenues to the Same Goal: Service.

PUB DATE- May 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Resources; Financial Support; Fund Raising; Grantsmanship; High Schools; Interlibrary Loans; *Library Automation; *Library Cooperation; Library Materials; *Library Services; *Public Libraries; *School Libraries
IDENTIFIERS- *Arizona (Navajo County)

This report describes how a public library and a high school library in Holbrook, Arizona, have both provided service to their clienteles through a common method: the full use of their community s resources. The Holbrook High School Library, which is completely automated, has been successful with its creative funding techniques and as a participant of a purchasing consortium, which involves some 77 libraries in two counties. The Holbrook Public Library, too, has garnered support from the community through the creation of a new Friends of the Library group. In spite of limited funding, the library is making significant progress towards securing more financial and community support. While neither of these libraries has access to the financial and professional resources available in urban areas, they have both made great strides because, as has been recommended by the American Association of School Librarians, they are willing to look beyond their own walls and use the community as a library resource. It is noted that during the 1991 fall semester the Department of Library/Media Technology at Northland Pioneer College will be offering several short courses that will help both of these libraries achieve their goals. (MAB)

ED 336 139 JC 910 412

Grosset, Jane

A Profile of the Enrollment Behavior of 1990 Associate Degree Recipients at Community College of Philadelphia. Report #59.

PUB DATE- Jun 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; *College Graduates; Community Colleges; Comparative Analysis; *Enrollment Influences; Graduate Surveys; Longitudinal Studies; Stopouts; Student Attitudes; Student Behavior; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Community College of Philadelphia PA

The Community College of Philadephia (CCP) enrolls approximately 11,000 students per semester in on-campus credit courses. This report documents the enrollment patterns of the 765 spring 1990 associate degree recipients, providing selected comparisons with the 1982 graduating cohort. In addition, results of a survey returned by 379 (49.5%) of the graduates are reported. Study highlights include the following: (1) the ethnic composition of the 1990 graduate cohort was 52.9% White, 36.8% Black, 4.3% Asian, 2.6% Hispanic, and 2.4% designated as other; (2) the mean age at graduation was 31.1 years; (3) 31.6% of the graduates had taken courses at another college prior to enrolling at CCP; (4) 58.7% of the graduates had received financial aid at some point during their CCP enrollment; (5) 29.3% had taken required remedial courses at the outset of their CCP studies, completing an average of 2.0 remedial credits; (6) while 48.5% of the 1982 cohort graduated in 3 years or less, only 30.1% of the 1990 cohort completed degree requirements within 3 years, a difference attributed to stop-out behavior and fewer credits taken per semester among the 1990 cohort; (7) 26.2% of the graduates indicated that while at CCP they were very uncertain that they would have sufficient funds to finance their education; (8) both the number of dependants and the work patterns of the graduates, which remained relatively stable at CCP entry and graduation, were positively correlated with time to degree completion; and (9) finances and work commitments were the most frequently cited reasons for graduate stop-out behavior. Eighteen data tables are included. (PAA)

ED 336 176 PS 019 534

Fink, Dale Borman

School-Age Child Care in America: Findings of a 1988 Study. Action Research Paper #3.

SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, N.C.

PUB DATE- Aug 90

NOTE- 39p.; For complete design and analysis of the provider survey summarized in this paper, see ED 320 671.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *After School Programs; Child Caregivers; *Day Care Centers; Elementary Education; Elementary School Students; *Enrollment; National Surveys; Program Costs; Public Schools; *School Age Day Care; *State Departments of Education; Tables (Data); Teacher Student Ratio

IDENTIFIERS- *Day Care Licensing; State Regulation

This study attempted to determine the number of school-age child-care programs operating in the United States and to assess the quality of the programs. The first issue was addressed through a survey of state child care licensing agencies and departments of education; the second, through a survey of child care providers. The first survey determined that: (1) few states could give definite numbers on licensed centers; (2) caregiver-child ratios for 6-year-olds ranged from 1:10 to 1:26; (3) more than half the states had adapted or were adapting child care regulations to take into account the needs of school-age children; (4) most states exempted school-run programs from licensing; and (5) twenty-five education departments were able to estimate the enrollment capacities of programs run by the public schools in their states. The second survey determined that: (1) programs had been running for an average of 7 years; (2) the caregiver-child ratio averaged 1:12.5; (3) the average fee for after-school care was 26.52 per child per week; (4) the hourly wage of teachers averaged 6.95 per hour; (5) formal certification for teachers was required by 82 percent of public school programs; and (6) public schools were the most frequently used facility for school-age child care. (BC)

ED 336 197 PS 019 801

Miles, Sue L.
Are Your Children Captured by Ninja Turtles? How To Turn What Children "Love" into What Is Appropriate.
PUB DATE- 23 Feb 91
NOTE- 47p.; Paper presented at the Annual Meeting of the Chicago Association for the Education of Young Children (Chicago, IL, February 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Guidance; *Language Enrichment; Learning Activities; Material Development; *Popular Culture; Preschool Children; Preschool Education; *Prosocial Behavior; *Teaching Methods
IDENTIFIERS- *Media Imagery; *Ninja Turtles

This booklet relates ways to communicate with preschoolers about such phenomena as Ninja Turtles. Ninja Turtles are likeable, fun-loving creatures that have captured the imagination of children because they have a great deal of energy, strength, and power. However, because the turtles model language and engage in violence that negatively affects children, teachers need to find ways to redirect children s attention. The reader of this booklet will gain an understanding of: (1) the history of Ninja Turtles; (2) Ninja Turtle characters and their particular strengths (to help facilitate communication with children); (3) problems connected with the turtles that relate to preschoolers; (4) ways to help children move beyond Ninja Turtle activities; (5) examples of activities that substitute for Ninja Turtle activities; and (6) ways to speak to children about Ninja Turtles. Interesting elements of activities extracted from turtle media can be used to get children away from what is negative fantasy or pretend play to what is positive fantasy or real play. Children can be helped to focus on activities that are socially and educationally productive as opposed to activities that are damaging to their development. Appendices provide fact sheets about the Ninja Turtles, a form for children s letters to their parents, and information about activities, interest centers, and recipes. (RH)

ED 336 254 RC 018 360

Dunn, Janice
Improving the Delivery of Rural School District Special Education Services.
PUB DATE- 91
NOTE- 215p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Planning; Delivery Systems; Elementary Secondary Education; Foreign Countries; *Individualized Education Programs; *Mainstreaming; Practicums; Program Development; *Referral; *Rural Education; *Special Education; Special Education Teachers; Teaching Methods
IDENTIFIERS- Canada

This practicum was designed to improve the delivery of special education services to all students with special needs in a rural Canadian school district. The goal was for teachers, as members of program planning teams, to design and implement individual program plans for exceptional students according to district special education policy guidelines. An orientation day for all district administrators and three school-based inservice workshops to each of nine school staffs were provided. Central office personnel were actively involved throughout the process. Assistance was given throughout the year by visiting classes, coaching, participating in individual program planning meetings upon request, providing and sharing materials, and assisting teachers to draw upon their collective expertise. The results of the practicum were positive. During the implementation process, 118 teachers in 9 schools identified 212 students with special needs and participated in the design of individual program plans to meet the educational needs of 158 of those students. The extensive appendices include a teacher survey, a teacher referral form, memos concerning the training sessions, assignments related to the training, evaluations, and samples of teachers work. (Author/KS)

ED 336 367 SP 033 279

Claudet, Joseph G.; Ellett, Chad D.

Student Learning, Teacher Use of Teaching/Learning Empowerment Metaphors and Classroom Robustness: An Initial Investigation.

PUB DATE- Apr 90

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Classroom Communication; *Educational Environment; Elementary Secondary Education; *Metaphors; *Student Evaluation; *Teacher Effectiveness; *Teacher Evaluation; Teaching Methods; *Teaching Styles

IDENTIFIERS- Louisiana; Student Empowerment; Teacher Empowerment

Metaphors and metaphor usage infuse everyday classroom life, and student learning becomes affected and structured by the metaphoric constructs that teachers wittingly or unwittingly employ. This study is an initial inquiry into the nature of teacher use of metaphors in the classroom. The study attempts to identify some specific teaching/learning metaphors that teachers and students use in their daily interactions with each other in regular classroom situations. The study also attempts to examine how and the extent to which these discernible, interactive teaching/learning metaphors might positively or negatively affect the perceived degree of environmental robustness in these classrooms and to determine how they affect the quality of teacher performance in the classrooms. This study utilized observational data collected over a 5-month period. The classroom-based performance of beginning and experienced teachers in 100 classrooms was assessed using the System for Teaching and Learning Assessment and Review (STAR). The findings suggest that teacher use of specific teaching/learning metaphors is tied to various levels of percentage scores on key STAR indicators measuring high student engagement in learning and that these teaching/learning metaphors are also correlated with resultant levels of classroom robustness. Appendixes include: characteristics of high and low robustness classes, selected key STAR indicators, examples of clustering of supportive field data for metaphors identified, and a bar graph of the teaching/learning empowerment continuum. (IAH)

ED 336 387 SP 033 320

Johnson, Susan Moore
Teachers at Work: Achieving Success in Our Schools.
PUB DATE- 90
NOTE- 395p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Collegiality; Educational Change; *Educational Environment; Elementary School Teachers; Elementary Secondary Education; Family School Relationship; Governance; Inservice Teacher Education; *Organizational Climate; Parochial Schools; Policy Formation; Private Schools; Public Schools; *Quality of Working Life; Secondary School Teachers; *Teacher Attitudes; *Teacher Role; Teacher Salaries; *Work Environment
IDENTIFIERS- Massachusetts

In school reform studies little attention has been paid to context, i.e., the structures, standards, norms, and practices that enable and encourage teachers to do their best work. In contrast, this study concentrates on the workplace (the school) as it is experienced by teachers: physical setting and resources; organizational structures; relationships among colleagues, clients, and superiors; influence in governance; cultural norms and traditons; opportunities for learning and growth; and the role of pay and incentives. The sample of 115 teachers, drawn from a pool of teachers recommended by their principals as being above average, includes 75 from public schools, 20 from independent schools, and 20 from church-related schools in eastern Massachusetts. The 11 chapters cover the following topics: (1) a broad look at work and workplaces; (2) introduction to the respondents; (3) the politics of space and supplies; (4) the importance of close home-school relationships; (5) the bureaucratic structures of public schools and their unsuitability for teaching and learning; (6) teachers isolation and ways of promoting collegiality; (7) teachers and governance; (8) lessons from private schools on the importance of building community and nurturing values, traditions, and norms; (9) promotion of the learning and growth of teachers; (10) teacher salaries; and (11) school reform in light of the study findings, outlining the features of a model workplace, proposing policies, and analyzing necessary changes in attitudes and roles. An appendix explains the methodology and supplies a sample interview guide. (AMH)

ED 336 061 IR 015 058

Gunn, Tronie C.
Mental Models of Adult Logo Students: The Concept of Variable.

PUB DATE- Apr 91
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7. 1991).
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Demography; Higher Education; Inservice Teacher Education; Microcomputers; Models; Preservice Teacher Education; *Programing
IDENTIFIERS- *LOGO Programing Language; *Mental Models

This study investigated the mental models acquired by adults who were novice Logo learners with particular attention given to their concept of variable. The study focused on two questions: (1) What mental models are apparently employed for the prediction of Logo events by adult students who are able to write and edit simple Logo procedures? and (2) Are there demographic or experience factors that are consistently correlated with features of the mental models? Useful, less useful, and counter-productive mental models of Logo variables were identified, with less useful models receiving the most support from analysis of subjects responses, possibly developed by analogy with Logo procedures and mathematical variables. Categorizations based on major field and anxiety level offered clear differences in the models supported. Mathematics and science majors and low anxiety subjects were more likely to support each of the useful models and less likely to support each of the counter-productive models than subjects with other majors and high anxiety subjects. (11 references) (Author/DB)

ED 336 275 SE 052 214

Melear, Claudia T.; Pitchford, Flora

African-American Science Student Learning Style, Halifax County, North Carolina.

PUB DATE- Jul 91

NOTE- 13p.; In: Proceedings of the International Conference of the Association for Psychological Type (9th, Richmond, VA, July 11-14, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Black Students; *Cognitive Style; *College Science; Cultural Awareness; *Cultural Differences; Dropouts; Higher Education; Minority Groups; Nonmajors; Science Education; Secondary Education; *Secondary School Science; *Student Characteristics

IDENTIFIERS- African Americans; *Myers Briggs Type Indicator

A study documented differences in learning style between several populations and a high school population of African-American students enrolled in science classes in a Northeastern North Carolina county. The Black students were compared to high school samples (male and female), college science majors, and nonscience college majors. Students from five science classes (n=134) were administered the Myers Briggs Type Indicator (MBTI) during a 55-minute class period. Students were in either a College Prep Biology or Physical Science, Applied/Technical Biology or Physical Science or an Advanced Biology class. The comparisons were then made on the African-American sample population. There were more sensing and thinking types observed among the African-Americans. Also, these types were observed more frequently: sensing-thinking, sensing-perceiving, thinking-perceiving, and extraverted-sensing. A summary, introduction, content description, and conclusions are included. (KR)

ED 336 301 SO 021 257

Scrofani, E. Robert; Tideman, Robert
Jamestown and Disneyland: Two Places in Time.
PUB DATE- 90
NOTE- 80p.; Some reprinted articles present legibility problems.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economic Factors; *Economics Education; Geographic Concepts; *Geography Instruction; High Schools; *Human Geography; Learning Activities; Social Studies; Student Educational Objectives; United States History; *Units of Study
IDENTIFIERS- *Disneyland CA; *Virginia (Jamestown)

This unit for high school students uses two dissimilar places in time; (2) Jamestown, Virginia, founded in 1607, one of the earliest settlements in the United States and (2) Disneyland, California, built in 1956, an institution of contemporary culture. The lessons address two fundamental questions in geography: (1) where? and (2) why here rather than somewhere else? Some of the geography objectives for the unit include to show the ways humans relate to their environments, the ways humans change their environments, and what gives value to particular locations in the world. Some of the economic objectives of the unit explain that some locations have more "value" to humans when they make their personal, social, and economic decisions; certain cultural assumptions or beliefs underlie economic decision-making; and how these assumptions or beliefs determine how natural resources are used. (DB)

ED 336 121 IR 053 726

Waters, Donald J.
From Microfilm to Digital Imagery.
SPONS. AGENCY- Commission on Preservation and Access, Washington, DC.
PUB DATE- Jun 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Feasibility Studies; Higher Education; *Library Materials; *Microfilm; *Optical Data Disks; *Preservation; Program Descriptions; Records Management; Research Libraries; *Systems Development; Technological Advancement
IDENTIFIERS- *Yale University CT

The Yale University Library, one of the earliest developers of preservation microfilming practices, is today engaged in the first stages of a long-term and comprehensive effort to develop practical systems for the conversion of microfilm to digital image, and thereby to develop an understanding of the appropriate relationship of the two technologies in future preservation practice. The first section of this report summarizes the results of the initial planning phase of the larger project. In the next section, a vision of the place of digital technology in a research library such as Yale s is articulated. The third section outlines an economy of choices and organization in which the conversion of microfilm to digital imagery might emerge as a viable preservation option. In the fourth section the architecture of a digital imaging system is mapped and critical issues of feasibility are identified. Finally, a plan of work for a demonstration project is presented which investigates the costs and benefits of conversion in the process of building a digitized library of 10,000 books from microfilm copy. (7 tables and figures) (MAB)

ED 336 157 JC 910 434

O Brien, Mary; Chalif, David
CHEMATH: A Learning Community in Science and Math.
PUB DATE- May 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; *Chemistry; *College Curriculum; Community Colleges; *Cooperative Learning; Course Descriptions; Interdisciplinary Approach; *Mathematics Instruction; Problem Sets; *Problem Solving; Science Instruction; Team Teaching; Two Year Colleges

The CHEMATH course at Edmonds Community College integrates instruction in algebra and chemistry. The course emphasizes problem-solving techniques and relies on active learning through the use of structured group process techniques. CHEMATH is team taught by science and math faculty and is intended primarily for students planning to major in science, math, or engineering, but who have a poor background in math and science. Students completing CHEMATH 105/110 receive the credit equivalent of both Chemistry 105 and Mathematics 110. The focus on small-group problem-solving skills allows students to learn to use each other as resources; to communicate and describe problems; to learn to take responsibility for their own learning; and to build support systems. This report consists primarily of presentation overheads describing the program, and includes sample comments by participating faculty and students; course syllabi for CHEMATH 105/110, Chemistry 105, and Mathematics 110; and a sample quiz, group word problem set, lab exercise, and homework problem set. (PAA)

ED 336 236 RC 018 311

Graham, Mary Jo
Integrating Preschool Programs and Preschool Children.
PUB DATE- 91
NOTE- 9p.; Paper presented at the Conference on Appalachia (5th, Lexington, KY, November 6-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; *Disabilities; Early Intervention; Educational Philosophy; *Mainstreaming; *Preschool Education; *Regular and Special Education Relationship; Rural Areas

The Children s Center in Institute, West Virginia integrates disabled preschool children with their non-disabled peers. This integration is the result of a merger between programs of two private non-profit agencies. Through the assistance of an interagency coordination council, the two programs--a mental health agency s early intervention program and a child development agency s child care center--became aware of their common interests and needs. In forming a cooperative agreement, the agencies integrated their philosophies, staff, and children. Cognitive psychology and the work of Piaget provided the necessary unification of the developmental model and the interventionist model. Through regularly scheduled staff meetings, staff learned new techniques to use with children and clarified policies and procedures. Teachers integrated goals on the individual education plans (IEPS) of disabled children into lesson plans for the classroom. Therapists and other professionals conducted therapies in the classroom. Through creative planning, all children are included in all activities. Special equipment in the classroom is borrowed from its two parent agencies or donated by philanthropic organizations. Children in the program have shown the same general progress that children in other high quality programs do. Children show a high level of empathetic behaviors such as assisting others and comforting others. Progress for children with disabilities has been greater than projected. The program may not be appropriate for children with severe behavior disorders. (KS)

ED 336 347 SP 033 195

Freidus, Helen; Krasnow, Maris
Second Career Teachers: Themes and Variations.

PUB DATE- Apr 91
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographical Inventories; *Career Change; Cognitive Style; *Curriculum Development; Elementary Secondary Education; *Graduate Students; Higher Education; *Preservice Teacher Education; Professional Development; Schools of Education; *Self Actualization
IDENTIFIERS- Career Decisions; *Second Careers

A growing number of graduate students are career changers who are seeking second careers as teachers. This paper focuses on 20 novice teachers, graduates of a program specifically designed to recruit and meet the needs of those who enter teaching from other careers. Two questionnaires, biographical in nature, were distributed to participants upon entry into the program and upon completion of the course of study. Data were derived from written responses as well as interviews. Some implications for teacher education programs emerging from this study are that second career students: (1) understand professional roles quickly; (2) bring valuable knowledge and skills from previous careers; (3) care a great deal about children; (4) are aware of social issues as these relate to education; and (5) have utilized research and reflection in order to arrive at second career decisions. Findings suggest that self-portraits and perceptions of teaching change as the realities of classroom life are encountered. The data indicate that personal biography, cognitive and psycho-social development, and a program of teacher education differentiated to meet the needs and concerns of second career teachers have facilitated the process of personal and professional growth. (LL)

ED 336 407   TM 017 122

Sinclair, Norma; Pecheone, Raymond L.
Empirical Appraisal of Items for Innovative Teacher Tests.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Education; *Elementary School Teachers; Higher Education; *Item Response Theory; *Licensing Examinations (Professions); Mathematical Models; State Programs; *Teacher Certification; Teacher Education; Teaching Methods; Test Construction; Testing Programs; *Test Items
IDENTIFIERS- *Connecticut Elementary Certification Test; One Parameter Model; Subject Content Knowledge; Two Parameter Model; Unidimensionality (Tests)

The impact of test item multidimensionality was examined as it affected fitting items on a teacher licensure test to an item response theory (IRT) model. Test item data from the 1990 study of G. W. Guiton and G. Delandshere are used. The Connecticut Elementary Certification Test (CONNECT) is a licensure examination designed to assess the subject matter knowledge of a beginning elementary teacher in the state. Nine content areas and pedagogy are covered. Items selected for analysis were taken from two test forms of the CONNECT administered prior to the date when it became a requirement for certification. In all, 826 responses were received from 681 candidates (some took both test forms). Classical item statistics indicated that test items were relatively heterogeneous, with the highest frequency of point biserials in the 0.10 to 0.30 range. These statistics confirm the previous (1990) finding of more than one underlying construct. However, successful attempts to fit the data to one-parameter and two-parameter models support the contention that a dominant underlying factor is sufficient to meet the assumption of unidimensionality required for item response analyses. An appendix summarizes the relationship between content knowledge and pedagogical knowledge for teachers. Three tables present study data. (SLD)

ED 336 427 TM 017 269

Brennan, Robert L.
Congeneric Models and Levine s Linear Equating Procedures.
PUB DATE- Dec 90
NOTE- 33p.; Revised version of a paper presented at the Annual Meeting of the Psychometric Society (Princeton, NJ, June 2-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Equations (Mathematics); *Mathematical Models; Research Design; Testing Problems; Test Length; *True Scores
IDENTIFIERS- Anchor Tests; Congeneric Tests; *Levine Equating Method; *Linear Equating Method

In 1955, R. Levine introduced two linear equating procedures for the common-item non-equivalent populations design. His procedures make the same assumptions about true scores; they differ in terms of the nature of the equating function used. In this paper, two parameterizations of a classical congeneric model are introduced to model the variables in the Levine procedures for the external and internal anchor cases. The models differ in the constraints imposed on certain effective test length parameters, as well as assumptions made about one covariance term. This modelling leads to simple expressions for true-score variances, reliabilities, and Angoff error variances. Applying these two parameterizations of the classical congeneric model with the Levine assumptions leads to general equations for both Levine procedures and both external and internal anchor cases that involve ratios of the effective test length parameters. The role of synthetic population weights for both Levine procedures is considered, along with an alternative interpretation of one Levine procedure. Multiple equations, one table, and one appendix support the discussion. A 19-item list of references is included. (Author/SLD)

ED 335 962 FL 019 554

Lessow-Hurley, Judith
A Commonsense Guide to Bilingual Education.
PUB DATE- 91
NOTE- 92p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Educational Research; Educational Strategies; Elementary Secondary Education; Language Planning; Language Proficiency; Language Research; Language Tests; Legal Problems; *Limited English Speaking; Paraprofessional School Personnel; *Program Design; *Public Policy; Teacher Role
IDENTIFIERS- *Two Way Bilingual Education

A discussion of bilingual education analyzes current issues, reviews related research, describes innovative and exemplary program formats for dual-language programming, and examines issues in bilingual education for both limited-English-proficient (LEP) students and monolingual native-English-speakers. The first chapter provides an overview of language policy, because language policy is part of the political environment within which bilingual education must be considered. Chapter 2 focuses on language proficiency assessment. The third and fourth chapters discuss program models and methods of instruction used in bilingual classrooms. The roles of teachers and paraprofessionals in bilingual classrooms is addressed in chapter 5. The subsequent chapter analyzes legal issues and clarifies requirements for serving LEP children. The final chapter answers questions frequently asked about bilingual education, including special language-learning situations, optimal age for second language learning, mainstreaming, raising a bilingual child, the rights of undocumented students, national official language policy in the United States, salient political issues, and the scope of bilingual education. A 62-item bibliography and addresses for obtaining additional resources and support are appended. (MSE)

ED 336 080 IR 015 096

Tennyson, Robert D.; And Others

Advancements in Instructional Design Theory: Contextual Module Analysis and Integrated Instructional Strategies.

PUB DATE- Apr 91

NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavioral Objectives; Cognitive Psychology; Content Analysis; Educational Strategies; *Educational Technology; *Epistemology; *Instructional Design; *Learning Theories; Memory; Problem Solving; Task Analysis

IDENTIFIERS- *Contextual Module Analysis; *Information Analysis

This paper discusses two related areas in which recent advancements in cognitive science and educational technology may affect instructional design theory. These are: (1) the analysis of information-to-be-learned; and (2) the linkage of learning theory to instructional prescriptions. The first area proposes extensions to current methods of content/task analysis procedures. Contextual module analysis proposes an additional analysis of the information based upon complex problems associated with a given situation. Whereas conventional content and task analyses identify the attributes of the information, the contextual module analysis identifies the organization and accessibility of the information in reference to a given situation. The second area proposes the framework for an instructional design model that links cognitive learning theories with specific educational strategies. Rather than acquisition of knowledge in nonsense isolation, it is proposed that learners acquire knowledge within meaningful situations. Research in instructional design theory has focused on strategies associated with declarative and procedural knowledge with minimal empirical work for strategies associated with contextual knowledge. Instructional technology should provide the means by which cognitive science can be applied to improvements in learning. (31 references) (DB)

ED 336 100 IR 053 688

Rowberg, Richard E.
Research Journal Prices--Trends and Problems. Update. CRS Report for Congress.
PUB DATE- 13 Sep 88
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Cost Effectiveness; Cost Indexes; *Costs; Electronic Publishing; Higher Education; Information Networks; Library Expenditures; Longitudinal Studies; *Periodicals; *Publishing Industry; *Scholarly Journals; *Scientific and Technical Information; Telecommunications

This report highlights the trends and problems associated with rapid price increases of foreign-published journals, especially science and technology journals. It is observed that a combination of effects--e.g., discriminatory pricing on the part of some foreign publishers, the sharp decline of the U.S. dollar--have resulted in subscription cancellation and the curtailment of journal purchases by libraries. The principal causal factors for price increases are examined--e.g., high printing costs, page number growth in journals, the sheer number of new journals on the market, the inelasticity of a concentrated foreign publishing market--and various measures to reduce journal costs are discussed. These include: increasing the general awareness of the problem among faculty administrators and government bodies; examining journal use patterns; applying pressure to selected publishers; and increasing competition in the journal publication business. It is noted that professional societies are generally more cost-effective than private publishers in the publication of physics journals. It is suggested that the increased use of electronic technology may help in the longer term, but that the costs associated with these new systems and networks will likely increase current library budgetary problems. Four graphs are included which: (1) identify 1975-1987 serial price trends in university libraries; (2) compare 1985-1987 foreign and U.S. serial costs; (3) identify 1981-1987 serial cost increases for three publishing companies; (4) and profile the serial cost effectiveness of physics journals for eight publishing companies. (MAB)

ED 336 177 PS 019 535

Environmental Toxins and Children: Exploring the Risks, Part I. Hearing held in Oakland, California, before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, Second Session.

PUB DATE- 6 Sep 90
NOTE- 180p.; For part II, hearing held in Washington, D.C., see PS 019 536. Portions contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cancer; *Child Health; *Children; Congenital Impairments; Developmental Disabilities; *Environmental Influences; Environmental Standards; Lead Poisoning; Migrant Workers; Pesticides; *Poisons; *Pollution; *Public Health
IDENTIFIERS- California; Child Safety; Passive Smoking; *Risk Assessment

This report contains the proceedings of the first of two hearings that explored the risks of environmental toxins to children. Testimony concerned the special vulnerability of children to toxins; the dangers of lead poisoning; instances of childhood cancer, birth defects, and developmental problems; passive smoking; child health in the California farm workers communities; and the relationship between environmental toxins and child health as discussed by physicians participating in a Kids and the Environment seminar. A fact sheet describes child vulnerability to environmental toxins; lead poisoning; passive smoking; cancer risk; home pesticide use; and child cancer clusters in California. A copy of "What s Gotten into Our Children," a report prepared by Children NOW, is included. The report describes children and the environment and reviews the dangers of toxins to children, depending on what they eat and where they live, learn, and play. Twelve statements were delivered in person and sixteen prepared statements or materials that supplement verbal testimony were collected. (BC)

interest centers, and recipes. (RH)

ED 336 198 PS 019 804

Ediger, Marlow
Designing the Curriculum.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; *Classroom Environment; *Curriculum Design; *Curriculum Development; Educational Vouchers; Elementary Secondary Education; Grouping (Instructional Purposes); *Instructional Development; Integrated Curriculum; Intellectual Disciplines; Learner Controlled Instruction; Learning Centers (Classroom); Magnet Schools; Teacher Student Relationship; Teaching Methods; Units of Study

This paper describes the structure of curriculum development, including scope, sequence, grouping for instruction, and providing for individual differences. It first examines the characteristics of a separate subjects curriculum and the characteristics of a correlated curriculum. Next it examines scope, which is defined as the sum total of all the knowledge objectives emphasized in the class. Scope includes time factors and student input. Also discussed is the topic of sequence, or the order in which units should be taught. Sequence may be logical or psychological. A curriculum with a psychological sequence may involve a learning center philosophy of instruction; a student-teacher cooperative plan of objectives, learning activities, and appraisal procedures; or an individualized reading plan. Teachers, supervisors, and administrators need to determine which type of outcome--knowledge, skills, or attitudes--should receive major emphasis in teaching-learning situations. Ways in which teachers can provide for individual student differences, and methods of student grouping, are considered. Finally, magnet schools, education by choice, and the voucher system are discussed. (SH)

ED 336 255   SE 052 139

The Texas Water Education Network Directory.
PUB DATE- Jan 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conservation (Environment); Drama; *Elementary School Science; Elementary Secondary Education; Environmental Education; Field Trips; Inservice Teacher Education; Natural Resources; Program Descriptions; *Resource Materials; Science Curriculum; Science Education; *Secondary School Science; *Water; Water Pollution; Water Quality
IDENTIFIERS- Arizona; California; *Texas; Utah

The resource persons and program descriptions in this directory came from answers supplied in a 1988 survey mailed to 135 entities having some relationship to or interest in promoting the distribution of water education materials suitable for use in Texas elementary or secondary schools. This directory includes an update on the programs submitted in 1988 plus some information on additional programs that were created or located during 1989 and 1990. The materials described include classroom curriculum approved by the Texas Education Agency and correlated to the essential elements, comic books, pamphlets, dramas, speakers bureaus, workshops, seminars, and field trip opportunities. Environmental education materials and resources have also been included since water education is often included under this larger heading. The listings are in alphabetical order under the type of water organization or institution supplying the materials or programs. A contact person is listed for each entry. Sections include: (1) Associations, Organizations, and Foundations; (2) River Authorities; (3) Cities; (4) Water and Utility Districts; (5) Regional, State, and Federal Agencies; (6) Institutions of Higher Learning; and (7) Commercial Resources. (KR)

ED 336 325 SO 021 930

Course of Study for Elementary Schools in Japan. Notification No. 155 of Ministry of Education, Science, and Culture.

PUB DATE- 83

NOTE- 131p.; For related documents, see SO 021 931-932.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Art Education; Course Content; *Course Objectives; *Educational Objectives; Elementary Education; *Elementary School Curriculum; Foreign Countries; Home Economics; Japanese; Mathematics; Music Education; Physical Education; Science Education; Social Studies; Student Educational Objectives; Teaching Methods; Values Education

IDENTIFIERS- *Japan

The course of study for students in elementary schools in Japan is outlined in this document. The first of four chapters puts forth general guidelines that a Japanese elementary school should seek to follow. Comprising the greater part of the document, the second chapter outlines the objectives to be achieved by students in eight subjects. For each of the eight subjects (Japanese language, social studies, arithmetic, science, music, arts and handicrafts, homemaking, and physical education), an overall objective is listed followed by specific objectives and contents for grades one through six. The third chapter puts forth the objectives and content of the class on moral education. The fourth chapter is on special activities, listing objectives to be achieved in pupil activities, school events, and classroom guidance. An extract from the enforcement regulations of the school education law is included in an annex. (DB)

ED 336 302 SO 021 258

Falk, Joyce Duncan

Information Retrieval in Women s History.

PUB DATE- 91

NOTE- 44p.; Portions of this paper were presented at the International Congress of Historical Sciences (17th, Madrid, Spain, August 26-September 2, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Databases; Indexing; *Information Retrieval; Information Sources; Online Systems; Social Science Research; *Womens Studies

State of the art access to the literature of women s history is reviewed in this paper, including the issues of publication, bibliographic control, indexing services, and electronic databases. The problems of intellectual access to women s history in online databases are discussed in terms of: (1) characteristics of the subject itself; (2) problems related to the nature of electronic information storage and retrieval and to the production of the online databases; and (3) thesauri and vocabulary aids. (DB)

ED 336 276 SE 052 215

Maffett, I. Lamar

It s All in the Mind: Romantic Fact and Fiction in the New Physics.

PUB DATE- Apr 91

NOTE- 14p.; Paper presented at the National College English Association Conference (San Antonio, TX, April 28, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Literature; *Physics; *Quantum Mechanics; Science Education; Technology

Ever since Einstein and his colleagues opened the door to quantum physics, the world has not been the same. Straight lines have become curved, the atom is no longer physical matter, and some say, science and literature have exchanged places. Literature has certainly acquired the exactness of a science, and the new sciences, particularly physics, now makes good reading. The conflict between the new order of quantum scientists and the Newtonian classicists is described. The reasons why physics is now called the Queen of the Sciences are discussed. (KR)

ED 336 428 TM 017 270

Kane, Michael T.
An Argument-Based Approach to Validation.
PUB DATE- Dec 90
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Evaluation Methods; Formative Evaluation; *Inferences; Models; Predictive Measurement; *Research Methodology; Research Needs; *Scores; Summative Evaluation; Test Interpretation; *Test Validity
IDENTIFIERS- Argument Research; Validation Verification and Testing Techniques

The literature on validity provides much more guidance on how to collect various kinds of validity evidence than it does on which kinds of evidence to collect in specific cases. An argument-based approach to validation redresses the balance by linking the kinds of evidence needed to validate a test-score interpretation to the details of the interpretation. This approach can be summarized in terms of a six-step iterative process; the first three steps constitute the formative stage and the last three steps constitute the summative stage. The interpretation is defined as an interpretive argument leading from test scores to statements and/or actions and is validated by evaluating the plausibility of this argument. The evidence supporting the interpretive argument constitutes an argument for the validity of the corresponding interpretation. The details of this validity argument depend on the specific inferences and assumptions in the interpretive argument, but the process of evaluating the interpretive argument provides a general, argument-based approach to validation. A 40-item list of references and a glossary of selected terms are included. (Author/SLD)

ED 336 429 TM 017 271

Raymond, Mark R.; Houston, Walter M.
Detecting and Correcting for Rater Effects in Performance Assessment.
PUB DATE- Dec 90
NOTE- 39p.; An earlier version of this paper was presented at the Annual Meetings of the American Educational Research Association (Boston, MA, April 16-20, 1990) and the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; Computer Simulation; Educational Assessment; Evaluation Methods; *Evaluators; Interrater Reliability; Least Squares Statistics; Occupational Tests; *Performance; *Personnel Evaluation; *Rating Scales; *Scoring; Test Bias; Test Reliability
IDENTIFIERS- EM Algorithm; *Performance Based Evaluation; Rasch Model; *Rater Effects

Performance rating systems frequently use multiple raters in order to improve the reliability of ratings. However, unless all candidates are rated by the same raters, some candidates will be at an unfair advantage or disadvantage solely because they were rated by more stringent or lenient raters. To obtain fair and accurate evaluations of candidate performance, such sources of systematic rating error must be considered. This paper describes four procedures to detect and correct for rater effects: (1) ordinary least squares; (2) weighted least squares; (3) the Rasch model; and (4) data imputation via the E-M algorithm. A demonstration of each procedure is provided, using a small set of data for 25 individuals rated by six raters, to illustrate the procedures. Data were simulated to provide the types of ratings the might be obtained from performance evaluations conducted in settings such as military training schools; physician residency programs; and other work settings in business, industry, or government. Demonstration results, which are consistent with those of other research studies, indicate that each of the methods produces more accurate estimates of true levels of performance than the traditional approach of summing observed ratings. Six tables present data from the demonstrations. A 40-item list of references is included. (Author/SLD)

ED 336 430 TM 017 273

Public School Enrollment and Staff, New York State 1990-91.
PUB DATE- 91
NOTE- 88p.; For a related document, see TM 017 274. Portions of this publication can be made available in a variety of formats, including braille, large print, and audiotape, upon request of the New York State Education Department.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Enrollment; *Public Schools; School Districts; School District Size; School Personnel; *School Statistics; Secondary School Teachers; *State Surveys; Statistical Data; Tables (Data); Teacher Student Ratio
IDENTIFIERS- *New York

Seventeen tables present information about public school enrollment (PSE) and staffing in New York State for the 1990-91 school year. The tables include fall 1990 data on: (1) districts and pupils by type of district; (2) districts and pupils by size of district; (3) PSE by level; (4) number of professional staff members; (5) numbers of paraprofessional and support staff members; (6) number of public schools by level; (7) fall enrollment by region and county; (8) PSE by county and level; (9) state, region, and county totals for PSE by grade; (10) state, county, and district totals for PSE by grade; (11) New York City and community district totals for PSE by grade; (12) state, region, and county total numbers of professional personnel; (13) state, county, and district total numbers of professional personnel; (14) state, region, and county total numbers of classroom teachers; (15) state, county, and district total numbers of classroom teachers; (16) state, region, and county total ratios for professional staff; and (17) state, county, and district total ratios for professional staff. An appendix lists the abbreviations used in the tables for Boards of Cooperative Educational Services in New York State. (SLD)

ED 336 431 TM 017 274

Nonpublic School Enrollment and Staff, New York State 1990-91.
PUB DATE- 91
NOTE- 17p.; For a related document, see TM 017 273. Portions of this publication can be made available in a variety of formats, including braille, large print, and audiotape, upon request of the New York State Education Department.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Trends; Elementary School Teachers; Elementary Secondary Education; *Enrollment; Ethnic Groups; *Private Schools; Racial Distribution; School Personnel; *School Statistics; Secondary School Teachers; *State Surveys; Statistical Data; Tables (Data)
IDENTIFIERS- *New York

Eleven tables present data concerning non-public school enrollment (NPSE) and non-public school staffing in New York State. The tables include New York State data on: (1) NPSE by level and affiliation for kindergarten through grade 12 in 1990-91; (2) trends of NPSE by affiliation for kindergarten through grade 12 from 1986-87 to 1990-91; (3) racial/ethnic distribution of NPSE by affiliation for 1990-91; (4) trends of public school enrollment and NPSE in kindergarten through grade 12 from 1966-67 to 1990-91; (5) instructional staff trends in non-public schools from 1986-87 to 1990-91; (6) number of non-public schools by affiliation from 1986-87 to 1990-91; (7) number of non-public schools by level from 1986-87 to 1990-91; (8) NPSE by county in 1990-91; (9) NPSE by affiliation in 1990-91; (10) non-public school professional staff by county in 1990-91; and (11) non-public school professional staff by affiliation in 1990-91. (SLD)

ED 336 432 TM 017 275

New York, the State of Learning: Statistical Profiles of Public School Districts. A Report to the Governor and the Legislature on the Educational Status of the State s Schools.
PUB DATE- 1 Jan 90
NOTE- 325p.; For related documents, see ED 334 252 and ED 334 254.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Enrollment; Outcomes of Education; *Profiles; Program Evaluation; *Public Schools; *School Districts; School Statistics; State Programs; *State Surveys; Statistical Data; Student Evaluation; Tables (Data); Testing Programs; Test Results
IDENTIFIERS- *New York; New York State Regents Examinations

The New York State Education Department is legislatively mandated to present an annual report on education in the state, summarizing enrollment, academic achievement, student outcomes, and information about teachers and staff. As one part of the annual report, this document presents individual school district profiles largely for the 1988-89 school year. Five tables present data on the following parameters for each district: (1) racial/ethnic distribution of enrollment, attendance rate, dropouts and youth at risk, high school graduates, and administration salaries; (2) classroom teachers (pupil-teacher ratio, percent minority, annual turnover rate, median salary, certification status, median years experience, educational attainment, and expenditures) per pupil and by major function; (3) results of the pupil evaluation program, program evaluation tests, and preliminary competency tests; (4) results of New York State Regents Examinations in comprehensive English, comprehensive French, comprehensive Spanish, and sequential mathematics I, II, and III; and (5) results of New York State Regents Examinations in biology, earth science, physics, United States history and government, and global studies. (SLD)

ED 336 433 UD 026 946

The Mainstreaming Debate.
PUB DATE- Mar 89
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; Elementary Secondary Education; Grouping (Instructional Purposes); *Handicap Identification; *Individualized Education Programs; Labeling (of Persons); *Mainstreaming; Reading Difficulties; *Regular and Special Education Relationship; *Remedial Reading; *Research Needs; Resource Room Programs; Special Programs; Teacher Effectiveness
IDENTIFIERS- Adaptive Learning Environments Model; Education for All Handicapped Children Act; Team Assisted Individualization

The question of responsibility for the eduction of disabled students has become a controversial issue. This article explores the debate between proponents of special education and of mainstreaming for academically handicapped children. Under Public Law 94-142, disabled children are guaranteed an appropriate public education in the least restrictive environment, as specified by an individualized education program. While this entitlement is widely supported, it entails significant administrative and budgetary problems. The Regular Education Initiative (REI), proposed by the Department of Education in 1986, is a strategy for unifying regular and special education. In question are the quality and value of special classes and "pull-out" programs for students with mild academic handicaps. REI proponents call for a fundamentally restructured mainstream that would provide a better education for all children at lower cost. The efficacy of supplementary resource room or learning center services is examined, especially in terms of reading instruction. Ramifications of handicap identification and classification, including implications for equal educational access, are also explored. Innovative programs, such as the Adaptive Learning Environments Model (ALEM) and Team Assisted Indiviualization (TAI), are described. Broadened regular education teacher training, increased special and regular education collaboration, and budgetary flexibility are suggested as key elements for change. (AF)

ED 336 434 UD 027 837

Weinberger, Susan G.
The Mentor Handbook: A Guide for Adult Volunteers, Sponsoring Companies or Organizations and Schools Involved in a One-to-One Mentor/Student Support Program.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; Community Role; Dropout Prevention; Elementary Schools; *Elementary School Students; Elementary Secondary Education; Guides; *Mentors; Middle Schools; *School Community Programs; School Role; *Social Support Groups; Volunteer Training
IDENTIFIERS- Connecticut (Norwalk)

This handbook was created to serve as a guide for all programs. It describes mentor roles, responsibilities, and successful individuals engaged in one-to-one relationships in mentoring programs. It describes mentor roles, responsibilities, and successful strategies and techniques designed to assist mentors in their work as role models and trusted friends. The ideas and sample forms contained in the handbook are based on the Mentor Program in Norwalk (Connecticut), a program that began in 1986 between one company and one school. Today, every elementary and middle school in Norwalk is involved in mentoring relationships with adult volunteers from the community. As a result, students are improving in self-esteem, attendance, and the desire to stay in school, and dropout problems are being prevented at an early age. Specific advice is given for beginning a mentor program, and the roles and responsibilities of a good mentor are detailed. Suggestions are also given for helping children read and write, with particular tips for working with elementary school students. Nine sample forms for use in a mentor program are provided. (Author/SLD)

ED 336 435 UD 027 970

Out of the Shadows: Building an Agenda and Strategies for Preventing HIV Infection and AIDS among Street and Homeless Youth.
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Agency Cooperation; At Risk Persons; *Cooperative Programs; Coordination; Health Education; *Health Programs; *Health Promotion; *Homeless People; Models; *Out of School Youth; Program Development; Runaways

This report summarizes the findings of a conference that examined the problem of Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS) among street and homeless youth. Street and homeless youth, by virtue of their circumstances and the behaviors they engage in, are at great risk of becoming infected with HIV, the virus that causes AIDS. The following guidelines should be considered by program planners: (1) an HIV education program must be part of a broader effort to address the needs of street and homeless youth; (2) individual characteristics must be acknowledged and addressed through programmatic adjustments; (3) a credible messenger is crucial; (4) mesages must be simple and straightforward so that they can be delivered through many different programs in limited amounts of time; and (5) service providers must communicate the dangers of HIV infection for street and homeless youth to the broader community. Health educators must use publicity, outreach, and peer education to address the myths and misconceptions about HIV infection and AIDS. The following model programs exemplify the maximization of resources through collaboration: (1) Project Risk Reduction (Los Angeles, California); (2) Project START (Seattle, Washington); and (3) Project ASAP (San Francisco, California). Policy recommendations are included. One table of statistical data, two charts, and a list of resource organizations are also included. The conference agenda, a list of participants, and a list of 24 references are appended. (FMW)

ED 336 436 UD 028 036

Portes, Alejandro; Gran, Desiree E.
Characteristics and Performance of High School Students in Dade County (Miami SMSA) Schools.
PUB DATE- Feb 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Asian Americans; Black Students; *Cultural Differences; *Dropout Rate; English (Second Language); *Ethnic Groups; High Schools; *High School Students; Hispanic Americans; Multivariate Analysis; *Racial Composition; Urban Schools; White Students
IDENTIFIERS- *Dade County Public Schools FL

This report examines the significance of the ethnic composition of Dade County (Florida) high schools for the academic achievement and dropout rate of its students. The following statistical data were analyzed using multivariate analysis for all 76,830 students enrolled in grades 9-12 in 1989: (1) age; (2) sex; (3) grade; (4) ethnicity; (5) enrollment in English as a Second Language (ESL); (6) school identification; (7) reading and mathematics achievement test scores; and (8) dropout rates. The following findings are included: (1) a high concentration of Black students in a school is associated with an overall decrease in achievement; (2) a high concentration of Hispanic American students is associated with an overall gain in achievement; (3) Black students tend to have higher dropout rates in schools with a high concentration of Black students; and (4) Hispanic American students tend to have lower dropout rates in schools with a high concentration of Hispanic American students. Eighteen tables of statistical data are appended. (FMW)

ED 336 437 UD 028 085

Anderson, Charles
ECIA Chapter 1. Target Area Selection for 1990-1991. Report No. 90-92--Revised.
PUB DATE- Apr 90
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compensatory Education; *Disadvantaged Schools; Disadvantaged Youth; Elementary Secondary Education; *Eligibility; *Evaluation Criteria; *Federal Aid; Low Achievement; Low Income; Lunch Programs; *Remedial Instruction
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Seattle Public Schools WA

The Seattle (Washington) Public Schools receive Education Consolidation and Improvement Act (ECIA) Chapter 1 funds annually for remedial instruction of low-achieving students in economically disadvantaged areas. To obtain these funds, the district must determine which of its schools are target areas; that is, which schools have students with family income levels below the citywide average for their respective grade spans. This document reports the results of this selection process for 1990-1991. To determine which schools meet low-income criteria in accordance with ECIA requirements, the Seattle Public Schools use the following procedures: (1) all students, except preschool and kindergarten students, enrolled in a Seattle public school offering a lunch program are aggregated by their attended school; (2) target schools are selected on the basis of the percentage of students enrolled in each school who are eligible for free or reduced-price lunches; and (3) schools are selected only if their percentage of eligible students is greater than the average for schools of a particular level: elementary, middle, or secondary. Thirty-seven of the 70 elementary schools, 11 of the 23 middle schools, and nine of the 22 high schools in the Seattle system were found to be eligible for ECIA Chapter 1 funds and services. Three tables of statistical data are included. (AF)

ED 336 438 UD 028 088

Hawai i State Plan for the Education of Homeless Children and Youth.
PUB DATE- Sep 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Childhood Needs; Children; Childrens Rights; *Economically Disadvantaged; Educational Legislation; Educational Planning; Elementary Secondary Education; Equal Education; Federal Legislation; *Homeless People; Interviews; Minority Groups; Parents; Public Education; *State Programs; Teachers; Urban Youth
IDENTIFIERS- *Hawaii; Stewart B McKinney Homeless Assistance Act 1987

In 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act. One of its provisions was that each child of a homeless individual and each homeless youth have access to a free, appropriate public education. As required by the Act, the state prepared a plan for indirect and direct educational services to the homeless children of Hawaii. A recent estimate of the number of homeless children statewide was 3,028. Provisions are made for administration and funding of programs under the McKinney Act. Hawaii has established a state coordinator for the education of homeless children, and has provided for the resolution of disputes about placement of such children and for assuring that any placement is in the best interests of the individual child. The goal is to ensure that homeless children receive the same services as do other children in the state. To that end, recordkeeping regulations were developed. Six tables present summaries of plan objectives. A 13-item list of references is included. The following materials are appended: (1) a study of the educational problems of homeless children based on interviews with 9 teachers, 7 operators of shelters, and 20 homeless parents; (2) the interview guide for teachers; (3) the teacher survey; (4) 3 bar graphs; and (5) an outline of 12 educational problems faced by Hawaii s homeless children and youth. (SLD)

ED 336 439 UD 028 097

Benard, Bonnie
Moving toward a "Just and Vital Culture": Multiculturalism in Our Schools.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- Apr 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Curriculum Development; Elementary Secondary Education; Ethnic Groups; *Ethnicity; Hispanic Americans; *Multicultural Education; *Substance Abuse
IDENTIFIERS- *Empowerment

This paper addresses the key findings of a previous study exploring the relationship between ethnicity and substance abuse and discusses them in relation to the school s role in prevention. Substance abuse cannot be addressed in ethnic communities without also addressing poverty, lack of adequate housing, health and child care, education, employment, and the underlying Ethnic Groups; *Ethnicity; of racism. Since educational institutions have traditionally been a stepping stone for underprivileged minority groups, schools have a role to play in adopting policies and programs demonstrating an appreciation for our rich cultural heritage. Components for creating a multicultural school environment are as follows: (1) active involvement of the school community, including representatives from the ethnic groups in the school; (2) a school policy committed to all students successfully receiving an education affirming human diversity; (3) redistribution of power within the school and classrooms to include cooperative learning, peer resource programs, cultural sensitivity training, and instruction in the rules of the culture of power; (4) high expectations by teachers for ethnic minority and youth; and (5) infusing curricula with multicultural content, valuing primary languages, avoiding the labels of ethnic-specific learning styles, and hiring ethnic minority teachers when possible. Key findings from "Prevention Research Update Number Two" for Asian American, Black, Hispanic, and Native American youth are summarized in four lists. A list of 80 references is included. (CJS)

ED 336 440 UD 028 119

Earle, Janice; Kysilko, David
Implementing the Children s Agenda: Critical Elements of System-Wide Reform. A Statement of the National Coalition for an Urban Children s Agenda.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Role; *Agenda Setting; Childhood Needs; *Children; Cooperative Planning; *Cooperative Programs; Demography; Elementary Secondary Education; Guidelines; National Organizations; *Public Policy; *Social Services; Systems Development; Trend Analysis; *Urban Problems

The National Coalition for an Urban Children s Agenda (NCUCA) is an association of 10 organizations that are concerned with the plight of urban children and families. This statement represents the results of a year s debate and discussion drawing on the experience of staff members of these organizations. It is argued that America s education and social service systems are failing to serve children effectively, not because of short-sighted administrators or incompetent workers, but because of the sheer magnitude of the problems facing them. Framing a children s agenda means recognizing that a comprehensive and collaborative approach to problems is necessary. Urban policymakers, service providers, and educators cannot work in isolation from families, communities, and state structures and have any hope of solving the problems that currently plague urban areas. Essential elements of an agenda will include the following: (1) defined goals; (2) defined and measurable outcomes; (3) appropriate assessments; (4) incentives for progress and consequences (or sanctions) for failure; (5) staff development; (6) sufficient resources; and (7) appropriate governance. Sustained change will require carefully designed legislation, regulations, and administrative actions with the force of law. A checklist of these points is provided for policymakers. A separately published four-page executive summary precedes the full report. A list of 10 references and a summary of related national efforts are appended. (SLD)

ED 336 441 UD 028 144

Thompson, Lawrence H.
Within-School Discrimination: Inadequate Title VI Enforcement by Education s Office for Civil Rights. Statement of Lawrence H. Thompson, Assistant Comptroller General, Human Resources Division, Before the Committee on Labor and Human Resources, United States Senate.
PUB DATE- 25 Apr 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Ability Grouping; Access to Education; Civil Rights Legislation; *Compliance (Legal); *Educational Discrimination; Elementary Secondary Education; Eligibility; *Equal Education; Federal Aid; *Minority Group Children; Minority Groups; *School Resegregation; Track System (Education)
IDENTIFIERS- *Civil Rights Act 1964 Title VI; *Office for Civil Rights; Testimony

A disproportionate number of minority students in U.S. public elementary and secondary schools are in lower-ability classes and special education programs. This has led to Congressional concern about student resegregation resulting from within-school discrimination. The Department of Education s Office for Civil Rights (OCR) is responsible for ensuring that educational institutions that receive federal funds comply with federal civil rights statutes, including Title VI of the Civil Rights Act of 1964. Title VI regulations require that OCR investigate civil rights complaints from parents and other sources, and conduct self-initiated investigations, called compliance reviews, whenever it has information of school districts possible noncompliance. This testimony before the Senate Committee on Labor and Human Resources presents the following findings: (1) minority students are disproportionately placed in some classes in more than half of the nation s school districts; (2) OCR has not yet met the regulatory requirement for conducting compliance reviews and has insufficiently monitored school districts corrective actions; (3) no Federal regulatory guidance exists concerning schools ability grouping and tracking practices; and (4) determinations of discriminatory student assignment practices are inconsistent at the regional level. Recommendations are presented for Title VI regulations on appropriate class assignment and for OCR policy and procedural guidance for within-school discrimination cases. (AF)

ED 336 442 UD 028 156

Mauer, Marc
Young Black Men and the Criminal Justice System: A Growing National Problem.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Public Welfare Foundation, Washington, D.C.
PUB DATE- Feb 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Comparative Analysis; Crime Prevention; Criminals; Cross Sectional Studies; Hispanic Americans; *Males; *Minority Groups; Prisoners; *Public Policy; *Racial Differences; Social Problems; Socioeconomic Influences; Statistical Data; Whites; *Young Adults
IDENTIFIERS- *Criminal Justice System

The impact of the criminal justice system on Black male adults in the 20-to-29 year age group was examined. End results of the large-scale involvement of young Black men in the criminal justice system are considered, and the implications for crime control are discussed. Using data from Bureau of Justice Statistics and the Bureau of the Census largely for 1986, the rates at which different segments of the age group come under justice system control were determined. It was found that 23% of the Black men studied were in prison, on probation, or parole on any given day; in comparison, 6.2% of the White males studied were under criminal justice control. Rates for Hispanic males fell between those for Black and White males at 10.4%. The number of young Black men under control of the criminal justice system was 609,690, which was greater than the total number of Black men of all ages enrolled in college (436,000) as of 1986. Direct criminal justice costs for these 609,690 young Black men were 2.5 billion dollars a year. Major implications concern the following: (1) impact on the life prospects for Black males; (2) impact on the Black community; (3) the failure of the get-tough approach to crime control of the past decade; (4) implications for the war on drugs; (5) strategies for more effective criminal justice policies and programs; and (6) the need for a broad approach to crime and crime control. To bring the situation under control, more is required than changing the priorities and emphasis of the criminal justice system, although that would help. Addressing the conditions that lead to crime in the first place is a broad agenda which requires serious thought, attention, and action. However, it is the decisions made today in the areas of policy, programs, and funding that will determine whether the criminal justice system will exert as much control over the next generation of Black males as it does over the current generation. Statistical data are presented in one table and one graph. A 19-item list of references is included. (SLD)

ED 336 443 UD 028 157

Sullivan, Mercer L.
Absent Fathers in the Inner City.
PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Child Support; Family Financial Resources; *Fatherless Family; Fathers; Heads of Households; Hispanic Americans; *Inner City; Minority Groups; *Parent Responsibility; Sociocultural Patterns; *Socioeconomic Influences; *Urban Environment; Welfare Recipients; *Young Adults
IDENTIFIERS- *New York (Brooklyn)

The influences of structural economic factors, social ecology, and culture in producing young absent fathers in the inner city and in defining relationships with their children are examined. Ethnographic data on three low income urban neighborhoods in Brooklyn (New York) are reported and compared with respect to the careers of young males, patterns of sexual activity and contraception, and responses to early pregnancy. The three neighborhoods varied in ethnic composition. One was predominantly White, and while not wealthy, had larger median income levels than the predominantly Black and Hispanic neighborhoods investigated. Data are reported for 48 young men. Comparisons of these young men demonstrate the interrelated influences of structural economic factors, culture, and social ecology in shaping the processes of family and household formation. The high rates of female-headed and aid-receiving households in the minority neighborhoods were related to the lack of wage-paying jobs for men and to social ecological factors. In all three communities, a young man was expected to at least try to support his children. Social policy that hopes to improve persistent poverty must move beyond the assumption that uncontrolled sexuality and an undeveloped work ethic are the root of the problem. Policies and programs must recognize the powerful structural economic factors that concentrate poverty and dependency in the inner cities; also, males must be defined as important parts of the solution and not merely as sources of the problem. Some innovative efforts in this direction have recently been undertaken and these efforts must be recognized as part of a comprehensive and intensive program of services. A list of nine references is appended. (SLD)

ED 336 444 UD 028 172

The Unfinished Agenda: A New Vision for Child Development and Education. A Statement by the Research and Policy Committee of the Committee for Economic Development.
PUB DATE- 91
NOTE- 122p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Childhood Needs; *Comprehensive Programs; Educational Change; Elementary Secondary Education; *Family Programs; Preschool Education; Program Descriptions; *School Business Relationship; *School Restructuring; Volunteers; Young Children

Schools and business must unite to make all the changes needed to ensure the success of all children. Social change, particularly the increase in single-parent families, has resulted in more children being born at risk of school failure. Most early childhood education reform initiatives have been piecemeal and have lacked a true understanding of at-risk children s complex needs. The following imperatives for educational improvement are discussed: (1) the nation needs a comprehensive, coordinated human investment strategy for child development and education; (2) programs should strengthen the entire family; (3) teen parents who have not finished high school should have access to a specialized school that meets their needs; (4) early childhood education should be available to all children; (5) programs must be flexible in design, administration, and funding; (6) successful programs must be broadly replicated; (7) the mission of the public schools must be redefined to account for social changes, including development of clearer goals and more effective methods of measurement to permit accountability; (8) students must take greater responsibility for their own success; (9) business should encourage volunteerism; and (10) business should play a leadership role in identifying strategies and determining what resources are needed. Twenty-four successful programs are highlighted. Statistical data are presented in two tables and one graph. A list of 35 references, 8 dissenting comments, and a list of the objectives of the Committee for Economic Development are appended. (FMW)

ED 336 445 UD 028 174

Chavers, Dean; Locke, Patricia
The Effects of Testing on Native Americans.
SPONS. AGENCY- National Commission on Testing and Public Policy.
PUB DATE- 4 Apr 89
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; College Entrance Examinations; *Culture Fair Tests; Elementary Secondary Education; High Schools; Native Speakers; Occupational Tests; Racial Bias; Racial Differences; Standardized Tests; *Test Bias; *Test Construction; *Testing Problems; *Test Norms; Test Results
IDENTIFIERS- *Testing Effects

The effects of testing on Native Americans and the outcomes of test use are discussed. Native Americans are exposed to a wide variety of tests during their lifetimes, in Bureau of Indian Affairs Schools, in high schools, in employment, and for college entrance and placement. Too much reliance can be placed on tests taken by Native American youth because of an absence of other sources of assessment information. Tests developed and normed with majority populations have built-in errors of inconsistency and bias when used with American Indian populations. Testing itself may cause 5% to 15% of the actual variance in test scores for Native Americans, while other real factors cause high dropout rates, unemployment, and lack of training. A major research effort is needed to determine predictors of test outcomes for Native Americans and the extent and types of test bias. Norms appropriate to Native American populations must be developed. The following important factors must be examined relative to test outcomes: (1) reading ability; (2) native language use and levels; (3) time on task; (4) student motivation; (5) socioeconomic status; (6) environmental factors; (7) the test syndrome; (8) native culture; (9) acculturation; (10) late maturation; and (11) race relations. Nine figures, tables, and charts illustrate the discussion. A 46-item list of references is included. (SLD)

ED 336 446 UD 028 180

Math Notes. The Clipboard Connection. Chapter I Resource Center Curriculum and Instruction.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- May 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; *Learning Activities; *Mathematics Curriculum; *Mathematics Instruction; Problem Solving; *Questioning Techniques; Resource Materials; *Thinking Skills; Writing Instruction
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Technical Assistance Centers

The "Clipboard Connection" is a methodology to facilitate the rapid circulation of relevant pre-existing materials from Chapter 1 Technical Assistance Centers of relevant materials from Chapter 1 Technical Assistance Centers (TACs) to their clients, teachers of educationally disadvantaged children in resource centers. Each "Clipboard Connection" consists of a lead sheet summarizing the contents of the materials (reprints of journal articles, brochures, etc.) to be distributed, and the materials themselves. This compilation focuses on techniques for effective mathematics instruction. The following reprints are included: (1) "Teaching Mathematics and Thinking," prepared by Edward A. Silver and Margaret S. Smith (Arithmetic Teacher, volume 37, number 8, April 1990); (2) "Using Writing Activities to Reinforce Mathematics Instruction," by David M. Davison and Daniel L. Pearce (Arithmetic Teacher, volume 35, number 8, April 1990); and (3) "Asking Questions to Evaluate Problem Solving," by Phares G. O Daffer and Randall I. Charles (Arithmetic Teacher, volume 35, number 5, January 1988). (AF)

ED 336 447 UD 028 181

Parents and Instruction. The Clipboard Connection. Chapter I Resource Center Curriculum and Instruction.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- May 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Processes; Communication Skills; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; *Learning Activities; *Parent Participation; *Parent Role; Parents as Teachers; Reading Writing Relationship; Resource Materials; *Thinking Skills; *Writing Instruction
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Technical Assistance Centers

The "Clipboard Connection" is a methodology to facilitate the rapid circulation of relevant pre-existing materials from Chapter 1 Technical Assistance Centers (TACs) to their clients, teachers of educationally disadvantaged children in resource centers. Each "Clipboard Connection" consists of a lead sheet summarizing the contents of the materials (reprints of journal articles, brochures, etc.) to be distributed, and the materials themselves. This compilation focuses on parents role and involvement in their children s education. The materials included are the following take-home flyers, produced by the National Education Association: (1) "Thinking Skills: How Parents Can Help" (Marcia Heiman and Joshua Slomianko); and (2) "Writing: Parents Can Help" (Tim Gillespie). These materials also include ideas relevant to in-class instruction. (AF)

ED 336 448 UD 028 182

The Reading Writing Connection. The Clipboard Connection. Chapter I Resource Center Curriculum and Instruction.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- May 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; Language Acquisition; *Learning Activities; *Reading Instruction; Reading Processes; *Reading Writing Relationship; Resource Materials; *Thinking Skills; *Writing Instruction; Writing Processes
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; National Writing Project; Technical Assistance Centers

The "Clipboard Connection" is a methodology to facilitate the rapid circulation of relevant pre-existing materials from Chapter 1 Technical Assistance Centers (TACs) to their clients, teachers of educationally disadvantaged children in resource centers. Each "Clipboard Connection" consists of a lead sheet summarizing the contents of the materials (reprints of journal articles, brochures, etc.) to be distributed, and the materials themselves. This compilation focuses on the connection between reading and writing and its importance in the Chapter 1 curriculum. The following reprints and publication list are included: (1) "Portrait of James Gray," the founder of the National Writing Project, by Mark F. Goldberg (Educational Leadership, volume 47, number 3, November 1989); (2) a list of publications, including technical reports, occasional papers, and a quarterly journal, available from the Center for the Study of Writing; and (3) "Freewriting, Personal Writing, and the At-Risk Reader," by Norma Decker Collins (Journal of Reading, May 1990). (AF)

ED 336 449 UD 028 183

Teaching Ideas. The Clipboard Connection. Chapter I Resource Center Curriculum and Instruction.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- May 90
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; *Learning Activities; *Learning Strategies; Mathematics Instruction; Problem Solving; Reading Writing Relationship; Resource Materials; Science Instruction; *Teaching Methods; *Thinking Skills; Writing Instruction
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Technical Assistance Centers

The "Clipboard Connection" is a methodology to facilitate the rapid circulation of relevant pre-existing materials from Chapter 1 Technical Assistance Centers (TACs) to their clients, teachers of educationally disadvantaged children in resource centers. Each "Clipboard Connection" consists of a lead sheet summarizing the contents of the materials (reprints of journal articles, brochures, etc.) to be distributed, and the materials themselves. This compilation focuses on ideas for effective teaching developed by classroom and educational professionals. The section includes an overview for teachers titled "A Problem Solving Model" and the following one-page descriptions of learning activities: (1) "Teacher as Writer"; (2) "Troll Tales: Cumulative Literary Experiences"; (3) "Estimating and Averaging In Point Graphing and Temperature Measurement"; (4) "120 Process Problems"; and (5) "Language Reinforcement." (AF)

ED 336 450 UD 028 184

Products Available. The Clipboard Connection. Chapter I Resource Center Curriculum and Instruction.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- May 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Compensatory Education; Databases; Educationally Disadvantaged; Elementary Secondary Education; *Instructional Improvement; *Program Improvement; Publications; *Reference Materials; Regular and Special Education Relationship; *Resource Materials; Resource Teachers; *Teacher Improvement; Videotape Recordings
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Technical Assistance Centers

The "Clipboard Connection" is a methodology to facilitate the rapid circulation of relevant pre-existing materials from Chapter 1 Technical Assistance Centers (TACs) to their clients, teachers of educationally disadvantaged children in resource centers. Each "Clipboard Connection" consists of a lead sheet summarizing the contents of the materials (reprints of journal articles, brochures, etc.) to be distributed, and the materials themselves. This compilation includes two brochures describing products and materials available from the Chapter 1 Curriculum and Instruction Resource Center. The first brochure, "Resource Materials for Chapter 1 Program Improvement," describes workshop leaders guides, videotapes, and computer databases available for purchase. The second brochure, "Coordinating Instruction in Chapter 1 Programs," describes a 15-minute videotape and an accompanying resource guide designed to help assure the success of Chapter 1 students in regular education programs. The lead sheets also describe resource materials distributed at the Option 90 Conference in Washington (D.C.). (AF)

ED 336 451 UD 028 191

Mainstreaming Minority Women s Studies Program.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Curriculum Development; Ethnic Groups; *Females; Higher Education; *Minority Groups; Program Descriptions; Racial Factors; Research Projects; Research Universities; Social Class; Teacher Education; Trend Analysis; *Womens Studies

The Mainstreaming Minority Women s Studies Program (MMWSP) is discussed, in this pamphlet. Since its launching in 1988, the program has grown to include 13 public and private institutions, with 13 participating projects. The research centers involved in the program are addressing the multiple realities of women in their ethnic, racial, and class diversity, with reference to sexual preference, age, and other often overlooked categories used to marginalize women; they are also addressing faculty retraining as they challenge traditional academic assumptions. The MMWSP was designed to enable the institutions to collaborate with minority scholars and racial-ethnic studies programs in planning and implementing projects to incorporate research and teaching about women of color into the undergraduate curriculum. The major emphasis of each project reflects the reality of each respective institution. For all projects, the primary concern is promoting further awareness of the faculty concerning women of color. Projects have moved toward the following four main goals: (1) moving the concerns of women of color to the center of curriculum reform; (2) forcing women s studies to address existing exclusions; (3) addressing the necessity of bringing racial ethnic analysis to women s studies and gender analysis to racial ethnic studies; and (4) creating opportunities for teachers to talk about teaching. Each of the 13 projects is described, with attention to both goals and accomplishments. (SLD)

ED 336 452 UD 028 194

Butler, Erik Payne; Bailis, Lawrence Neil
Testing and Assessment in Publicly-Supported Job Training for the Disadvantaged.
SPONS. AGENCY- National Commission on Testing and Public Policy.
PUB DATE- Jul 89
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; *Basic Skills; *Disadvantaged; Educational Assessment; *Educational Testing; Federal Programs; Interviews; *Job Training; Literature Reviews; Objective Tests; Public Support; Standardized Tests; Surveys; Test Bias; Testing Problems
IDENTIFIERS- *Job Training Partnership Act 1982

The roles of assessment and testing within public employment and training programs supported by the Job Training Partnership Act of 1982 (JTPA) were examined through a review of the literature and two surveys of the JTPA system. In 1987, the Center for Remediation Design and the Center for Human Resources (CHS) at Brandeis University in Waltham (Massachusetts) collaborated to interview managers in 150 service delivery areas (SDAs) that focused on basic skills testing. In 1988, CHS staff conducted additional interviews with about 100 SDAs and 12 states. Eliminating duplications and combining surveys yielded 206 surveys, with 176 usable responses. Additional interviews were conducted with experienced state and local practitioners. A very high proportion (92%) of JTPA SDAs used formal testing. The JTPA system has recognized many of the shortcomings of standardized tests, especially language or cultural biases that are often relevant to minority applicants and clients. The trend toward basic skills education in job training is acknowledged in the purposes for which tests are used. Among JTPA testing professionals, there is a new appreciation of the utility of combining test results and other forms of assessment, with the use of objective tests to complement, and not replace, the professional judgments of well-trained staff. Statistical data are presented in three tables. A 47-item list of references are included. (SLD)

ED 336 453 UD 028 197

Jones, Toni Griego
The Connection between Urban School Reform and Urban Student Populations: Ethnic Composition of Actors in Two Case Studies of School Reform.
PUB DATE- 6 Apr 91
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Agents; Comparative Analysis; Decentralization; *Educational Change; Elementary Secondary Education; *Ethnicity; Mexican Americans; *Minority Groups; School Demography; School Districts; *School Restructuring; Student School Relationship; *Urban Schools
IDENTIFIERS- Chicago Public Schools IL; Milwaukee Public Schools WI

Results from a study of minority participation and perspectives on two efforts at school reform are reported. Two case studies of different approaches to school district restructuring in urban schools were conducted in Chicago (Illinois) and Milwaukee (Wisconsin) in schools with predominantly Mexican-American populations in the 1989-90 school year. During the study period, the enrollment of Chicago Public Schools was 425,000 students, and that of Milwaukee Public Schools was 90,000 students. Data were collected from the following sources: (1) interviews and observations at both sites; (2) minutes of meetings of school councils, teacher groups, citywide coalitions, and training groups; (3) legislation and press reports; and (4) a teacher survey. The ethnicity of those involved was examined as an aspect of reform efforts. The one common theme in both districts that emerged from all actors in the reform effort was that restructuring efforts should, or could, help students by shifting attention and power closer to the school community. In urban schools where "minorities" are the majority of the population, it would be reasonable to expect that if the local governance councils reflect the schools student population, the councils actions would more closely relate to student needs. Ethnicity surfaced as a factor in the following aspects of reform: (1) degree and type of decentralization; (2) role and power of the principal; (3) differences in the backgrounds of teachers and local school councils; and (4) the gap between those involved at the school level and outside the school. A 26-item list of references is included. (SLD)

ED 336 454 UD 028 198

Willie, Charles V.; And Others
African-Americans and the Doctoral Experience: Implications for Policy.
PUB DATE- 91
NOTE- 125p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Black Students; College Faculty; *Doctoral Programs; Educational Finance; *Educational Policy; Fellowships; *Graduate Students; Higher Education; Incentives; Mentors; Questionnaires; Scholarship Funds; *Student Attrition; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *African Americans

The proportion of blacks in graduate school during the 1980s decreased from the proportion in post-college educational programs during the previous decade. To shed light on this phenomenon, a highly motivated group of 146 black scholars who were in graduate school between 1977 and 1985 was studied. All of the subjects were college faculty members when they were given the opportunity for full-time study. Over 70% were graduates of historically black institutions. In this study, trends in participation of blacks in higher education are examined, the development of black colleges and the United Negro College Fund is reviewed and data collection and analysis procedures are explained. Data for 65 subjects who completed mailed questionnaires were analyzed. The results show that giving ample fellowship support is an effective way to increase the number of blacks with doctoral degrees. The study further indicates that predominantly white institutions must make deliberate efforts to increase participation by blacks and other minority students. Three questionnaires are appended. A 53-item list of references is included. (SLD)

ED 336 455 UD 028 199

Gampert, Richard D.; And Others
The Cohort Report: Four-Year Results for the Class of 1990 and Follow-Ups of the Classes of 1987, 1988, and 1989, and The 1989-90 Annual Dropout Rate. OREA Report.
PUB DATE- 90
NOTE- 159p.; For prior reports, see ED 297 070 and ED 311 144.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Cohort Analysis; *Dropout Rate; Dropout Research; *Enrollment; Followup Studies; *Graduation; High Schools; *High School Students; Research Methodology; *School Holding Power; Student Attrition; Trend Analysis; Urban Schools
IDENTIFIERS- *New York City Board of Education

In 1986, the New York City Public Schools adopted a cohort methodology for determining dropout and graduation rates. The Class of 1990 was the primary cohort studied in this report; it was the fifth cohort to be studied for at least 4 years using this methodology. Follow-ups are reported for three preceding classes. The 1990 cohort, who entered high school in 1986, contained 78,936 students. Their status was determined as of June 30, 1990, their graduation date, with each student having one of four possible outcomes at the end of four years: (1) graduation; (2) dropout; (3) discharged from the system; and (4) still enrolled. The same methods were used for follow-up studies of the classes of 1987, 1988, and 1989. The dropout rate in 1990 (19.2%) was the lowest of the five cohorts studied to date. The graduation rate (37.6%) showed a small decline (0.4%) below the 1989 figure. Concomitant with these figures was an increase of 2.4% in the number of students enrolled for a fifth year of high school, probably attributable to at-risk students who continued in school. If the slight downward trend in the dropout rate continues, meaningful decreases could occur as the holding power of schools gradually increases. Specific information is given for the status and academic achievement of the 1990 cohort; the status of the follow-up cohorts; preliminary expectations for the classes of 1991 and 1992; and comparisons across cohorts, with attention to the racial and ethnic backgrounds of the cohorts, students in special education, and dropout rates. Statistical data are presented in 33 tables and four graphs. Seven appendices provide supplemental information. (SLD)

ED 336 456 UD 028 200

Oyemade, Ura Jean, Ed.; Brandon-Monye, Deloris, Ed.
Ecology of Alcohol and Other Drug Use: Helping Black High-Risk Youth. Proceedings of the Howard University School of Human Ecology Forum (Washington, D.C., October 26-27, 1987). OSAP Prevention Monograph-7.
PUB DATE- 90
NOTE- 245p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; *At Risk Persons; Black Culture; *Black Youth; Cocaine; Conference Proceedings; Cultural Influences; *Drug Abuse; Etiology; Family Environment; Incidence; Models; Prevention; Substance Abuse; *Urban Environment

Five plenary session presentations and summaries of 10 panel sessions held at a forum entitled "The Ecology of Substance Abuse: Toward Primary Prevention among High-Risk Youth" are provided in this document, which focuses on black youth at high risk for alcohol and drug problems. Experts describe a comprehensive ecological approach to addressing antecedent and concomitant factors related to alcohol and other drug use among black high-risk youth. Plenary session presentations are: (1) "Implications of Alcohol and Other Drug Use for Black America" (B. J. Primm); (2) "The Second Cocaine Epidemic" (D. F. Musto); (3) "Prevention Models Targeted to Black Youth at High Risk for Alcohol and Other Drug Problems" (V. L. Smith); (4) "Primary Prevention from a Public Health Perspective: The Realities of the Urban Environment" (R. Tuckson); and (5) "An Ecological Model for Prevention of Drug Use" (C. H. Edwards). Panel session summaries are: (1) "The Incidence of Alcohol and Other Drug Use"; (2) "Family, Cultural, and Environmental Risk Factors Related to Alcohol and Other Drug Use among Black Youth at High Risk"; (3) "The Interaction of Health and Nutrition"; (4) "International Dimensions of Drug Trafficking"; (5) "Pharmaceutical Industry: Friend or Foe?"; (6) "Systemic Factors Related to Alcohol and Other Drug Use"; (7) "Prevention Models for Black Youth at High Risk: Family and Religion"; (8) "Prevention Models for Black Youth at High Risk: Education and Media"; (9) "Prevention Models for Black Youth at High Risk: Industry and Government"; and (10) "Prevention Models for Black Youth at High Risk: Health Care and Civic Organizations." Three appendices provide supplemental information about the forum as well as an Office of Substance Abuse Prevention fact sheet on alcohol and other drug abuse among African Americans in the United States. (SLD)

ED 336 457 UD 028 208

Rosser, Phyllis
Gender and Testing.
SPONS. AGENCY- National Commission on Testing and Public Policy.
PUB DATE- Oct 89
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Black Students; College Entrance Examinations; Comparative Testing; Females; High Schools; *High School Students; Males; Mathematics Tests; *Problem Solving; Questionnaires; Racial Bias; *Racial Differences; Sex Bias; *Sex Differences; *Standardized Tests; Suburban Schools; Test Bias; Testing Problems; Urban Schools; Verbal Tests; White Students
IDENTIFIERS- Analogies; *Scholastic Aptitude Test

Test-taking differences between the sexes on the Scholastic Aptitude Test (SAT) were studied to determine if girls and boys, both white and African American, had different problem-solving styles that affected their ability to respond correctly on the test. Two studies are described. The first study, "An Investigation of the Performance Differences of White and Black Female and Male High School Students on Eight Verbal Questions from the November 1987 Scholastic Aptitude Test" (conducted by C. Ross), studied the performance of 10 white and 10 black high school juniors from two urban and two suburban high schools in the Seattle area, who were interviewed about their solution processes. There were no major sex differences in problem-solving styles, but blacks appeared to process analogies differently than did whites. The second study, "An Investigation of the Performance Differences of White and Black Female and Male High School Students on Five Math Questions from the November 1987 Scholastic Aptitude Test" (conducted by K. Kelly-Benjamin), studied solution methods used by 10 black female, 10 black male, 10 white female, and 10 white male high school juniors in New York City. In this sample, which performed well, females tended to rely more on mathematics knowledge than on test-taking skills. An analysis of the two studies, "Do Females and Males Have Different Problem Solving Styles that Create or Contribute to the Gender Gap" (P. Rosser), suggests that test-taking skills are crucial for SAT performance. A 38-item list of references is included. Thirteen appendices present supplemental data and SAT results. (SLD)

ED 336 458 UD 028 210

Ferguson, Ronald F.
The Case for Community Based Programs that Inform and Motivate Black Male Youth.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 5 Nov 90
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Black Students; *Community Programs; Economically Disadvantaged; Elementary Secondary Education; *High Risk Students; *Males; Motivation; Neighborhoods; *Program Development; *Socialization; Urban Problems; Values Education; *Youth Programs

A case is made for establishing more community-based socialization programs for 10- to 15-year-old black males from disadvantaged families in poor neighborhoods. It is argued that effectively run neighborhood-based programs can accomplish the following: (1) establish caring and nurturing relationships that earn youths attention and trust; (2) convey information about the options, strategies, skills, and behavior available and necessary for their happiness and success in society; (3) develop apparent changes in the preferences and values of youths; and (4) lead young people to freely choose socially acceptable, non-destructive, and social-mobility-enhancing activities and roles in their families and neighborhoods. Evidence for these arguments was derived from the experiences of 24 existing programs in six cities. Interviews were conducted with about one-third of these program administrators, and written questionnaires were answered by four programs. Advice is offered for policymakers and private sector funders who may be interested in supporting such programs. The following materials are appended: (1) a list of 26 references; (2) a model funding proposal; (3) a discussion of program outcomes; and (4) a list of programs. (SLD)

ED 336 459 UD 028 213

Davidson, Mary E.; And Others
Monitoring Commission Response to the Annual Desegregation Review, 1983-84. Part I: Student Assignment Plan. Revised.
PUB DATE- Jul 84
NOTE- 69p.; For a complete set of Commission Reports, see UD 028 214-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Enrollment Trends; *Program Evaluation; *Racial Composition; Racial Integration; *School Desegregation; Urban Education
IDENTIFIERS- *Chicago Public Schools IL

This report summarizes the response of a monitoring commission to the 1983-84 evaluation of the implementation of the Student Assignment Plan (SAP), that is part of a court-mandated school desegregation plan in Chicago (Illinois). Under the SAP, the Board of Education was required to ensure that all schools have at least 30 percent minority enrollment and that the school system achieve a desegregation index of at least 2.0 (the total enrollment in integrated and desegregated schools must be at least twice the number of white students available for such schools) by October 1983. A further requirement was that the stability of the integrated schools be maintained. The board achieved these objectives. The following major achievements are presented: (1) all but eight of the 32 schools that had at least 70 percent white enrollments prior to the SAP had enrollments that were at least 35 percent minority after SAP implementation; (2) the system desegregation index increased from 1.59 in 1981 to 2.15 in 1983; and (3) the number of stably integrated schools increased. Statistical data are presented in seven tables. A list of schools by Student Desegregation Plan category, a review of the text of the 1983-84 evaluation report, and comments on 102 of the designated schools referred to in the school-by-school analysis are appended. (FMW)

ED 336 460 UD 028 214

Davidson, Mary E.; And Others
Monitoring Commission Report on the Prevention of Within-School Segregation in the Chicago Public Schools under the Student Desegregation Plan. For the Subcommittee on Magnet Schools and Student Transfer Option.
PUB DATE- Aug 84
NOTE- 25p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Classes (Groups of Students); *Classroom Desegregation; *Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; Principals; *Racial Integration; *School Resegregation; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This report analyzes and critiques the Chicago (Illinois) Board of Education s implementation of the administrative initiatives regarding the prevention of within-school segregation under a court-mandated desegregation plan. The board was required to ensure that students did not become resegregated after implementation of the desegregation plan. The board committed itself to a process that would result in no classroom in any school deviating by more than 20 percent from the racial/ethnic composition of the age cycle, grade, school, or program from which the classroom draws its student population, unless educationally justified. Principals were held responsible for either reassigning students in classrooms that were not in compliance or justifying the noncompliance on educational grounds. The commission agreed with the board s administrative process, but made recommendations that focused on improvements in reporting and opening the review of noncompliant classes to commission members. A chart summarizing the review is appended. (FMW)

ED 336 461 UD 028 215

Davidson, Mary E.; And Others
The Town Meetings. Occasional Paper Number One.
PUB DATE- Sep 84
NOTE- 20p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Support; Compliance (Legal); *Desegregation Plans; *Meetings; *Parent Participation; Parent School Relationship; *Racial Integration; School Community Relationship; School Desegregation; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

During the 1983-84 school year the Office of Equal Educational Opportunity (OEEO) of the Chicago (Illinois) Board of Education organized 11 Desegregation Town Meetings to enlist parents and citizens in carrying out a court-mandated school desegregation plan. The meetings provided the following information: (1) the priorities of the desegregation plan; (2) the functions of the OEEO; (3) the relationship of parents to the local schools; and (4) the allocation of OEEO funds. Each meeting included presentations on several of the following topics: (1) effective schools; (2) magnet schools/student transfers; (3) finance and budget; (4) bilingual education; (5) affirmative action; (6) special education; (7) the High School Renaissance Program; and (8) the Uniform Discipline Code. Audience size varied according to the location of the meeting, and the racial composition of the audience generally reflected the racial composition of the respective neighborhood. Questions and comments from the audiences reflected the problems of the particular districts. An observer who attended 10 of the 11 meetings reported that all of the panelists at all of the meeetings were well-prepared and that informational packets were distributed at every meeting. Problems included the failure to provide a translator and information packets in Spanish at a meeting in a predominantly Hispanic American neighborhood, the inability of panelists to answer some questions, and the difficulty of drawing large audiences. Statistical data are presented in two tables. (FMW)

ED 336 462 UD 028 216

Davidson, Mary E.; And Others
Monitoring Commission Report on the Status of Implementation of the Special Education Components of the Student Desegregation Plan for the Chicago Public Schools. For the Subcommittee on Special Project Initiatives.
PUB DATE- Oct 84
NOTE- 115p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); Desegregation Plans; Elementary Secondary Education; *Intelligence Tests; *Labeling (of Persons); *Mild Mental Retardation; *Racial Bias; School Desegregation; *Special Education; Staff Development; Test Validity; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This evaluation summarizes progress made in implementing procedures to reduce racial bias in referral, assessment, and placement procedures for special education under a court-mandated desegregation plan in Chicago (Illinois). The Board of Education discontinued the use of intelligence tests in evaluating students for special education and formed a task force to concurrently design and validate an assessment procedure, reassess all students classified as educable mentally handicapped (EMH), enhance parent participation, and increase staff development. Although all of these efforts required extensive commitments of time and staff, they were not subsidized by any increases of funding or personnel. These objectives were seriously hampered by trying to achieve sequential goals within an inadequate time frame. A significant number of minority group students who had been identified as EMH were returned to the regular classroom as a result of reassessment, but black students are still overrepresented in EMH programs and the validity of some assessment procedures has not been established. Also, the decision to reassess students prior to or concurrently with validation and staff training raises questions about the accuracy of the reassessment. The following materials are appended: (1) an analysis of the progress in implementing recommended assessment procedures for special education; (2) an analysis of the progress in implementing other recommendations for special education; (3) a list of 18 references; and (4) a chart describing the assesment instruments. (FMW)

ED 336 463 UD 028 217

Davidson, Mary E.; And Others
Monitoring Commission Report on the Status of Implementation of Desegregation Staff Development Components of the Student Desegregation Plan for the Chicago Public Schools. For the Subcommittee on Special Project Initiatives.
PUB DATE- Apr 85
NOTE- 81p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Inservice Education; Inservice Teacher Education; Peer Teaching; Program Evaluation; *School Desegregation; *Staff Development; *Staff Orientation; Urban Education
IDENTIFIERS- *Chicago Public Schools IL

This evaluation examines the implementation of the staff development components of a court-mandated school desegregation plan in Chicago (Illinois). Under the plan, the Board of Education was required to provide preservice and inservice training programs for administrators, teachers, and other school personnel, especially those involved in compensatory education programs in predominantly Black and Hispanic American schools remaining segregated. The following findings are presented: (1) responsibility for staff development is not centralized; (2) the staff development effort is fragmented; (3) delivery is hampered by the lack of an integrated process for the delivery of activities; (4) activities continue to focus on the presentation of information; (5) the peer training model has not proven efficient and effective for providing staff development for teachers; (6) the present procedures for assessing systemwide needs duplicate efforts by other agencies and bureaus and require a clearer focus on objectives to produce worthwhile data; (7) there has been no systematic evaluation of the effects of staff development efforts; (8) there does not appear to be adequate time for implementation of citywide activities; (9) the reporting formats hamper the use of secondary documentation in monitoring activities; and (10) staff development delivery appears to have increased. Recommendations for improvement are made. Three charts are included. A 16-item bibliography and a review of the status of the desegregation plan s components arranged by recommendation are appended. (FMW)

ED 336 464 UD 028 218

Davidson, Mary E.; And Others
Monitoring Commission Response to the Annual Desegregation Review, 1986-87. Part I: Student Assignment Component under the Student Desegregation Plan for the Chicago Public Schools.
PUB DATE- Apr 88
NOTE- 96p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Enrollment Trends; *Program Evaluation; *Racial Composition; Racial Integration; School Choice; *School Desegregation; Urban Education
IDENTIFIERS- *Chicago Public Schools IL

This report summarizes the response of a monitoring commission to the 1986-87 evaluation of the implementation of the Student Assignment Plan (SAP) that is part of a court-mandated school desegregation plan in Chicago (Illinois). Under the SAP, the Board of Education was required to ensure that no school had more than a 70 percent white enrollment after October, 1983, and that the school system would maintain a desegregation index of at least 2.0 (the total enrollment in integrated and desegregated schools must be at least twice the number of white students available for such schools). The following findings are presented: (1) no school had more than a 70 percent white enrollment and a desegregation index of 2.48 was achieved; (2) voluntary transfer techniques were used to desegregate those schools that were not desegregated; (3) reasonable efforts were made to prevent in-school segregation; (4) adjustment of school boundaries and voluntary transfer were used to alleviate overcrowding; (5) financial reporting has improved; and (6) a plan to shift the location of a gifted program from one school to another may have negative outcomes. Statistical data are presented in 13 tables. The following materials are appended: (1) a list of school enrollments by category, 1983-87; (2) uses of the justification codes, 1985-86 and 1986-87; (3) a list of schools operating over capacity; (4) budget resources, 1980-81 through 1986-87; and (5) budgets for 1984-85 through 1986-87. (FMW)

ED 336 465 UD 028 219

Davidson, Mary E.; And Others
Monitoring Commission s Memorandum on the Admission Processes for Certain Elementary Options for Knowledge Programs.
PUB DATE- May 88
NOTE- 49p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); *Achievement Tests; *Admission Criteria; Competitive Selection; Desegregation Methods; Elementary Education; *Magnet Schools; Open Enrollment; Racial Composition; School Desegregation; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Iowa Tests of Basic Skills

This document describes the procedures required for applicants to gain admission during the 1986-87 school year to certain elementary school Options for Knowledge (OFK) programs in Chicago (Illinois). Elementary magnet schools and programs that do not contain a testing requirement for admission are open to students who wish to attend by transferring from their home-school attendance are and completing an application. The number of available spaces is estimated and categorized by race. Applications are categorized by race, grade, and sex to avoid in-school segregation. The enrollment of siblings and transportation needs are also considered. Applicant is interviewed to determine their potential for success. If there are more qualified applicants than available spaces, a lottery is conducted to determine which applicants will be admitted. Elementary "Classical Schools," which are sites for academically accelerated programs, and Gifted Programs require student testing for admission. The preliminary screening and the lottery process used by the magnet schools and programs is also used by the Classical Schools and Gifted Programs. In addition, applicants must meet criteria based on scores on the Iowa Test of Basic Skills (ITBS) and other standardized achievement tests in order to enter the lottery. Two administrative memoranda; descriptions of the elementary magnet schools and programs, the Classical Schools, and the Gifted Programs; and a map of OFK schools are appended. (FMW)

ED 336 466 UD 028 220

Davidson, Mary E.; And Others
Monitoring Commission s Response to the Annual Desegregation Review, 1986-87. Part II: Recommendations on Educational Components.
PUB DATE- May 88
NOTE- 68p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Budgets; Compliance (Legal); *Desegregation Litigation; *Desegregation Plans; Elementary Secondary Education; Hispanic Americans; *Minority Groups; *Program Evaluation; Racial Integration; *School Desegregation; Urban Education
IDENTIFIERS- *Chicago Public Schools IL

This report summarizes the response of a monitoring commission to a 1986-87 report on the educational components of a court-mandated school desegregation plan in Chicago (Illinois). The Board of Education was required to alleviate the effects of both past and ongoing segregation by providing educational and related programs for predominantly Black and Hispanic American schools. Overall, the report was very well written and a great improvement over the 1985-86 report. The summary of the major litigation of 1986-87 between the board and the Federal Government demonstrates the important issue of funding the desegregation plan. The following educational components are reviewed: (1) general curriculum and instruction; (2) the Chicago Effective Schools Project; (3) programs in racially identifiable schools; (4) student leadership; (5) magnet schools and programs; (6) vocational and technical high schools; (7) special education and testing; (8) dropout prevention; (9) bilingual education; (10) student discipline; (11) staff development; (12) public participation; (13) faculty desegregation and affirmative action; (14) evaluation; and (15) monitoring. (FMW)

ED 336 467 UD 028 221

Davidson, Mary E.; And Others
Monitoring Commission Response to the Annual Desegregation Review, 1987-88. Part I: Student Assignment Component.
PUB DATE- Feb 89
NOTE- 74p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Enrollment Trends; *Program Evaluation; *Racial Composition; Racial Integration; School Choice; *School Desegregation; Urban Education
IDENTIFIERS- *Chicago Public Schools IL

This report summarizes the response of a monitoring commission to the 1987-88 evaluation of the implementation of the Student Assignment Plan (SAP), part of a court-mandated school desegregation plan in Chicago (Illinois). Under the SAP, the Board of Education was required to ensure that no school had more than a 70 percent white enrollment after October 1983, and that the school system would maintain a desegregation index of at least 2.0 (the total enrollment in integrated and desegregated schools must be at least twice the number of white students available for such schools). The following findings are presented: (1) no school had more than a 70 percent white enrollment and a desegregation index of 2.48 was achieved; (2) voluntary transfer techniques were used to desegregate those schools that were not desegregated; (3) reasonable efforts were made to prevent in-school segregation; (4) no information on efforts to alleviate overcrowding was reported; (5) financial reporting continued to improve; and (6) all amended management plans were appropriate, although some should be monitored carefully. Statistical data are presented in 12 tables. The Board of Education s response to the review is appended. (FMW)

ED 336 468 UD 028 222

Davidson, Mary E.; And Others
Progress Report for the Department of Education on Monitoring Project CANAL.
PUB DATE- Feb 89
NOTE- 263p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; *Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Input Output Analysis; Outcomes of Education; *Program Effectiveness; *Program Evaluation; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This report summarizes strategies used by a monitoring commission to evaluate Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan in Chicago (Illinois). The commission focused on the following areas: (1) the degree to which the project complied with activities in its funding proposal; (2) the level to which nonparticipants could observe certain interpersonal relationships during project activities; (3) the degree to which project activities produced desired performance outcomes; and (4) the degree to which the project achieved specified research-based educational goals. The commission took the following steps: (1) established a subcommittee to monitor the project; (2) determined areas of activity to monitor for compliance using a task and time accounting ledger; (3) observed orientation and training activities; (4) proposed a community case study to measure the project s contributions to its research-based educational goals; and (5) established liaison with local evaluation personnel. A principal investigator, assisted by consultants and commission staff, was responsible for monitoring activities. Budgetary expenditures and selected projected expenditures are reported. The following materials are appended: (1) the CANAL Audit Ledger, including lists of enabling and evaluative activities and examples of reporting forms; (2) on-site monitoring reports of all orientations and day one training sessions and selected day two training sessions; (3) staff resumes; and (4) fiscal expenditures and projections. (FMW)

ED 336 469 UD 028 223

Davidson, Mary E.; And Others
The Commission s Bilingual Education Forum. Summary.
PUB DATE- Jun 89
NOTE- 108p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; *Bilingual Teachers; Compliance (Legal); Desegregation Plans; *Educational Finance; Elementary Secondary Education; *English (Second Language); Hearings; *Multicultural Education; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This report summarizes a fact-finding forum (May 6, 1988) on the status of bilingual education in Chicago (Illinois), held to fulfill a court-mandated responsibility to identify and uncover disparities in education. Six invited panelists, representing all areas of bilingual education and seven teachers, school staff, community group representatives, and concerned citizens testified. The following general issues were identified: (1) inadequate funding; (2) the lack of wide support for bilingual education; (3) the need for links with the job market; (4) the importance of a bicultural emphasis; (5) the current unmet need for training programs, teacher recruitment, media campaigns, classroom materials, and research studies; and (6) the barriers to parent participation. The following issues specific to bilingual education programs in Chicago were identified: (1) program evaluation; (2) the bilingual teacher shortage; (3) competencies for bilingual teachers; (4) supplementary teacher training; (5) retention of qualified teachers; (6) the English-as-a-Second-Language (ESL) curriculum; and (7) the need for statistical data to support funding proposals. Statistical data are presented in two tables. The testimony of seven witnesses, the forum agenda and publicity, and Article 14C of the School Code of Illinois are appended. (FMW)

ED 336 470 UD 028 224

Davidson, Mary E.; And Others
The Monitoring Commission for Desegregation Implementation s Quarterly Progress Report on Monitoring Project CANAL.
PUB DATE- Aug 89
NOTE- 166p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Community Control; Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Management Development; *Participative Decision Making; *Program Budgeting; Program Evaluation; *School Based Management; *School Community Relationship; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Project CANAL

This quarterly report, covering February 1 through June 30, 1989, summarizes problems with Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan to reduce inequities in predominantly Black and Hispanic American schools in Chicago (Illinois). CANAL s goal is to train the constituent representatives of the public schools to engage in shared decision-making and to develop organizational structures that incorporate the community in the organizational and educational processes of the schools. The CANAL Audit Ledger, a task and time accounting ledger, is used to determine the extent to which and the timeliness with which the following project elements are achieved: (1) student achievement; (2) shared governance; (3) school-based management; (4) staff development; (5) parent training; and (6) general program evaluation. The following problems with training, identified during site visits, are outlined: (1) unclear purpose of training activities; (2) unrepresentative composition of the core planning teams; (3) poor staff and program organization; (4) ineffective afternoon group workshops; (5) poor quality and use of presenters, consultants, and outside experts; (6) poor quality of training materials; and (7) inefficient training environment. A community case study approach has been developed to measure the contributions of CANAL to the goals of the desegregation plan. The following materials are appended: (1) the CANAL Audit Ledger and two accompanying analyses; (2) the observational analysis of CANAL training; (3) a discussion of the community case study; and (4) a review of the CANAL evaluation design. (FMW)

ED 336 471 UD 028 225

Davidson, Mary E.; And Others
Monitoring Commission for Desegregation Implementation s Analysis of the Core Planning Teams of Project CANAL--Year 1 (1988-1989).
PUB DATE- Jan 90
NOTE- 69p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Community Control; Compliance (Legal); Desegregation Plans; Elementary Secondary Education; *Management Development; *Participant Characteristics; *Participative Decision Making; Program Evaluation; *School Based Management; *School Community Relationship; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Project CANAL

This first-year evaluation analyzes the composition and participation of the core planning teams of Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan to reduce inequities in predominantly Black and Hispanic American schools in Chicago (Illinois). CANAL s goal is to organize and train core planning teams, the representative bodies of the school community, to engage in shared decision-making and to develop organizational structures that incorporate the community in the organizational and educational processes of the schools. The teams were to be composed of parents, teachers, principals, ancillary school staff, and community members. The following findings are presented: (1) some teams were too small to be representative and some were too large to be effective; (2) the methods for composing teams varied widely; (3) teachers dominated the memberships; (4) ancillary staff, community members, and parents were dramatically underrepresented on the teams; (4) 24 percent of the team members, including about half of the ancillaries, parents, and community members, failed to attend the orientation sessions; (5) 25 percent of the team members failed to attend the first of the school-based management (SBM) training sessions; (6) 28 percent of the team members, including 75 percent of the community members, failed to attend the second of the SBM training sessions; and (9) there were further declines in the attendance of nonteaching team members in the total site training. Statistical data are presented in 16 tables. A budget is appended. (FMW)

ED 336 472 UD 028 226

Davidson, Mary E.; And Others
Monitoring Commission for Desegregation Implementation s An Analysis of the Composition and Participation of the Core Planning Teams of Project CANAL. First Quarter of Year 2 (1989-1990).
PUB DATE- Jan 90
NOTE- 57p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Community Control; Compliance (Legal); Desegregation Plans; Elementary Secondary Education; *Management Development; *Participant Characteristics; *Participative Decision Making; Program Evaluation; *School Based Management; *School Community Relationship; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Project CANAL

This evaluation analyzes the composition and participation of the core planning teams of Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan to reduce inequities in predominantly Black and Hispanic American schools in Chicago (Illinois). The report covers activities during the first quarter of CANAL s second year. CANAL s goal is to organize and train core planning teams, the representative bodies of the school community, to engage in shared decision-making and to develop organizational structures that incorporate the community in the organizational and educational processes of the schools. The teams were to be composed of parents, teachers, principals, ancillary school staff, and community members. The problems noted in the first year s evaluation persisted, confirming the failure of CANAL. The following findings are presented: (1) teachers continued to dominate the teams and representation of ancillary staff, parents, and community members did not improve; (2) students were added to the teams at three high schools and two elementary schools; (3) there was substantial turnover in team members from year 1 to year 2; (4) about 42 percent of the members of the core planning teams in year 2 were new; (5) 16 percent of team members also were elected to local school councils (LSCs); and (6) there was a sharp decline in the attendance of principals and teachers at year 2 training sessions. Statistical data are presented in 17 tables. A description of the monitoring commission staff and a budget are appended. (FMW)

ED 336 473 UD 028 227

Davidson, Mary E.; And Others
Monitoring Commission for Desegregation Implementation s Analysis of the Level of Compliance of Project CANAL s School Improvement Plans (1989-90).
PUB DATE- Jan 90
NOTE- 84p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Control; Compliance (Legal); Desegregation Plans; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Management Development; *Participative Decision Making; Program Evaluation; *School Based Management; *School Community Relationship; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Project CANAL

This evaluation analyzes the School Improvement Plans (SIPs) produced by the core planning teams of Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan to reduce inequities in predominantly Black and Hispanic American schools in Chicago (Illinois). CANAL s goal is to organize and train core planning teams to engage in shared decision-making and to develop organizational structures that incorporate the community in the organizational and educational processes of the schools. The 41 teams were to develop SIPs, based on an analysis of school problems, to direct actions that would raise the levels of academic achievement. The following findings are presented: (1) no SIP was complete; (2) most SIPs displayed an inconsistency or an inadequacy between their plan and relevant information about the school s problems; (3) most of the SIPs failed to provide a process for disseminating and obtaining consensus on the plan from the school community; (4) 34 of the SIPs contained measurable objectives; and (5) although neither innovative nor unique, over half of these objectives focused directly on students. Statistical data are presented in three tables. The following materials are appended: (1) a list of references to expected SIP content in the Project CANAL proposal; (2) directives to schools for the production of SIPs; (3) a comparison of the criteria for SIP content in the Project CANAL proposal with the directives to the schools; (4) an overview of the project staff; and (5) the criteria used in the substantive audit of the SIPs. (FMW)

ED 336 474 UD 028 228

Davidson, Mary E.; And Others
Monitoring Commission for Desegregation Implementation s Observational Analysis of Project CANAL Training: Year 1 Core Planning Teams.
PUB DATE- Jan 90
NOTE- 92p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Control; Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Management Development; *Participative Decision Making; Program Evaluation; *School Based Management; *School Community Relationship; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Project CANAL

This evaluation summarizes an analysis of site observations of training sessions for the core planning teams of Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan to reduce inequities in predominantly Black and Hispanic American schools in Chicago (Illinois). CANAL s goal is to train the core planning teams, composed of constituent representatives of the public schools, to engage in shared decision-making and to develop organizational structures that incorporate the community in the organizational and educational processes of the schools. The following overall findings are presented: (1) the core planning teams that attended the training sessions did not represent the school constituencies; (2) substantive variation in trainers and topics across all training sessions was evident; (3) project staff were not well prepared for the early sessions; (4) afternoon workshops, intended to build skills in team process, were the weakest part of training; (5) the preparation of training agendas was unclear and caused uneven training; (6) quality of training and training materials did not meet professional standards; (7) the training environment was poor and interfered with the quality of training; and (8) variation of conditions across teams was so dramatic that any hope of replicating Project CANAL would seem impossible. Statistical data are presented in 21 tables. (FMW)

ED 336 475 UD 028 229

Davidson, Mary E.; And Others
Monitoring Commission for Desegregation Implementation s Monitoring Project CANAL: Second Quarter Progress Report of Year 2 (December 1, 1989 to February 28, 1990).
PUB DATE- May 90
NOTE- 77p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Community Control; Compliance (Legal); Desegregation Plans; Elementary Secondary Education; *Management Development; *Participant Characteristics; *Participative Decision Making; Program Evaluation; *School Based Management; *School Community Relationship; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Project CANAL

This evaluation analyzes the composition and participation of the core planning teams of Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan in Chicago (Illinois). The report covers activities during the second quarter of CANAL s second year. CANAL s goal is to organize and train core planning teams to engage in shared decision-making and to develop organizational structures that incorporate the community in the organizational and educational processes of the schools. The teams were to be composed of parents, teachers, principals, ancillary school staff, and community members. The following findings are presented: (1) the underrepresentation of students, ancillaries, parents, and especially community members persisted; (2) problems of participation in training also persisted, and the groups that were inadequately represented on the teams were least likely to attend training sessions; (3) given the inadequate participation in training, the sessions appeared to be rather traditional inservice programs for teachers; (4) the problems with the team composition and the participation in training were exacerbated by the failure of the CANAL staff to develop strategies for resolution; and (5) the CANAL staff has not developed strategies for dealing with potential duplication of effort and conflict between the core planning teams and the local school councils. Statistical data are presented in 16 tables. A description of the monitoring commission staff, a chronological list of training activities, and a budget are appended. (FMW)

ED 336 476 UD 028 230

Davidson, Mary E.; And Others
Monitoring Commission for Desegregation Implementation Monitoring Project CANAL. Third Quarter Progress Report of Year 2 (March 1 to May 31, 1990).
PUB DATE- Jul 90
NOTE- 75p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Community Control; Compliance (Legal); Desegregation Plans; Elementary Secondary Education; *Management Development; *Participant Characteristics; *Participative Decision Making; Program Evaluation; *School Based Management; *School Community Relationship; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Project CANAL

This evaluation analyzes participation of the core planning teams in the special training activities of Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan in Chicago (Illinois). The report covers activities during the third quarter of CANAL s second year. CANAL s goal is to organize and train core planning teams to engage in shared decision-making and to develop organizational structures that incorporate the community in the organizational and educational processes of the schools. The following findings are presented: (1) sessions for chairpersons of high school departments and for school-based evaluators, team chairpersons, and process observers were not well-attended; (2) sessions for parent liaisons, students, and special groups were even less well attended; (3) the Instructional Strategies Fair fell short of expected attendance; (4) the thematic seminars were so poorly attended that their continuation cannot be justified; and (5) the two meetings of the CANAL Advisory Council were attended by only a few of its members. Statistical data are presented in 14 tables. The following materials are appended: (1) a description of the monitoring commission staff; (2) a chronological list of training activities; (3) a budget; (4) a school board resolution regarding Project CANAL; and (5) a report on a public hearing on Project CANAL. (FMW)

ED 336 477 UD 028 231

Davidson, Mary E.; And Others
Monitoring Commission for Desegregation Implementation Year End Report: Monitoring Project CANAL--Year-2 (1989-90).
PUB DATE- Feb 91
NOTE- 27p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Management Development; *Participative Decision Making; Program Budgeting; Program Evaluation; *School Based Management; *School Community Relationship; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This quarterly report, covering July 1 through September 30, 1990, summarizes problems with Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan in Chicago (Illinois). CANAL s goal is to train the constituent representatives of the public schools to engage in shared decision-making and to develop organizational structures that incorporate the community in the organizational and educational processes of the schools. The training activities during this last quarter of the second year of the project provided no indication of improvements in implementing the school-based management (SBM) model that was the goal of the proposed project. The core planning teams continued to have poor representation of parents, community members, and ancillary staff. There was no evidence that project staff took effective measures to address problems of team composition. Training activities were poorly attended, and some seemed to have little relevance to implementing SBM or improving student achievement. It appears that CANAL s original goal has been lost, and no effort has been made to integrate CANAL s SBM teams with parallel Local School Councils. The following materials are included: (1) a list of project activities; (2) executive summaries of two related evaluation reports; (3) an eight-item annotated bibliography; (4) a list of monitoring commission staff; and (5) a budget status report. (FMW)

ED 336 478 UD 028 232

Davidson, Mary E.; And Others
Monitoring Commission for Desegregation Implementation s Monitoring Project CANAL: Summary of the First Two Years.
PUB DATE- Feb 91
NOTE- 30p.; For a complete set of Commission Reports, see UD 028 213-233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Evaluation Problems; *Management Development; Participative Decision Making; Program Evaluation; *Program Implementation; *School Based Management; School Community Relationship; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This report reviews the implementation of Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan in Chicago (Illinois), at the end of its first two years. CANAL s goal was to train the constituent representatives of the public schools to engage in shared decision-making and to develop organizational structures that incorporate the community in the organizational and educational processes of the schools. Implementing a school-based management (SBM) approach seemed to be the best way to improve academic achievement. However, project staff did not develop an evaluation design that would make it possible to evaluate problems in implementing SBM or measure the extent of its impact. Furthermore, baseline data were not collected on the 41 project sites. These problems of inadequate design were compounded by the following implementation problems: (1) most core planning teams (CPTs) did not include the specified constituencies; (2) parents and community members, the most important members of the CPTs, were most likely to be absent from the teams; (3) the second year of the project was characterized by further erosion of attendance at training; (4) the development of Local School Councils (LSCs) at the beginning of the second project year meant that the schools had two SBM teams; and (5) the project proposed to provide training for LSC members to assure cooperation with the core planning teams, but the great majority of them did not attend the meetings. (FMW)

ED 336 479 UD 028 233

Davidson, Mary E.; And Others
Monitoring Commission for Desegregation Implementation Monitoring Project CANAL: Local School Council Training.
PUB DATE- Feb 91
NOTE- 117p.; For a complete set of Commission Reports, see UD 028 213-232.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Control; Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Management Development; Participative Decision Making; Program Evaluation; *School Based Management; *School Community Relationship; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This evaluation analyzes participation of Local School Council (LSC) members in the special training activities of Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan in Chicago (Illinois). CANAL s goal was to organize and train core planning teams (CPTs), including community members, to engage in shared decision-making and to develop organizational structures that incorporate the community in the organizational and educational processes of the schools. The CPTs had been implemented in 41 schools when the Illinois State Legislature mandated that every public school in Chicago elect an LSC, also including community members. The LSC was given substantial power to manage the local school. CANAL decided to retain the CPTs in the 41 schools, even though their role was similar to that of the LSCs, and offer training to the LSCs in the concepts of CANAL to ease potential conflict and overlap. Project CANAL was unable to attract significant numbers of LSC members to the training sessions, and most sessions were attended by too few people to justify their cost. Since LSC members were not committed to the CANAL training, it would appear that CANAL can do little to contribute to cooperation between the LSCs and the CPTs and the maintenance of the two parallel teams may be a poor use of limited school resources. Statistical data are presented in 45 tables. (FMW)

ED 336 480 UD 028 234

Choosing Optional Infused Career Education for Students in High School Bilingual Programs (Project CHOICE). 1989-90 Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Career Education; Computer Science Education; Economically Disadvantaged; *English (Second Language); *Federal Programs; French; Haitian Creole; High Schools; *High School Students; Immigrants; Limited English Speaking; Program Evaluation; Spanish Speaking; Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education; *Project CHOICE

Project CHOICE is described, which is an initiative of the New York City Public Schools to provide limited-English-proficient (LEP) Spanish-speaking and Haitian Creole/French-speaking students with instruction in English as a Second Language (ESL); Native Language Arts (NLA); and bilingual content area, career education, and computer subjects. The project was implemented at Fort Hamilton High School (Brooklyn) and Springfield Gardens High School (Queens) with funding from Title VII of the Elementary and Secondary Education Act (ESEA). In 1989-90, the second program year, Project CHOICE served 377 students, and was considered fully implemented. The students came from the Dominican Republic, Puerto Rico, Central America, South America, and Haiti. In addition to academic, career, and computer subjects for students, non-instructional services were offered, including staff development, parental involvement, and dropout prevention. One school was able to provide a fully equipped computer resource center for these students; the other had a fully equipped bilingual enrichment center. The program met the following objectives: (1) ESL, (2) NLA, (3) career education, (4) staff development, (5) parental involvement, and (6) dropout prevention. It partially met the content area objectives. Recommendations were made to enhance bilingual science education and bilingual counseling. One table of statistical data summarizes student achievement. (SLD)

ED 336 481 UD 028 235

Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness (Project AMERICA). 1989-90 Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 90
NOTE- 17p.; For the 1988-89 report, see ED 320 430.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Bilingual Education; *Career Education; Chinese; Cultural Education; English (Second Language); *Federal Programs; High Schools; *High School Students; Limited English Speaking; *Program Evaluation; Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education; *Project AMERICA NY

Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness (Project AMERICA) was evaluated at completion of its third year (1989-90) of funding under Title VII of the Elementary and Secondary Education Act (ESEA). Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), bilingual content area classes, and occupational studies. The project also offered staff development, curriculum development, and parental involvement activities. Due to a significant reduction in immigration from Arabic-speaking countries, the project served only limited-English-proficient Chinese students during 1989-90. It served 418 students attending Lafayette High School and Fort Hamilton High School (Brooklyn). The program met its objectives in the following areas: (1) attendance, (2) dropout prevention, (3) career advisement, (4) career workshops, (5) field trips, (6) parental involvement, and (7) curriculum development. The content teaching objective was partially met. Objectives in cultural and career awareness, attitude toward school, and staff awareness and development were not met. Data to assess the NLA objective were not available. The ESL objective could not be assessed as proposed, but its objectives were met in principle. Revision of the ESL objective was recommended to conform with actual practice in the schools. Statistical data are presented in two tables. (SLD)

ED 336 482 UD 028 236

Aspire To Win through Academic Retention in Excellence (Project AWARE). 1989-90 Final Evaluation Report.
PUB DATE- Aug 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; Career Counseling; *Community Programs; *Counseling Services; Family Programs; High Schools; *High School Students; Hispanic Americans; *Limited English Speaking; Program Evaluation; School Holding Power; *Social Services; *Spanish Speaking; Urban Schools
IDENTIFIERS- New York City Board of Education; *Project AWARE

Aspire to Win through Academic Retention in Excellence (Project AWARE) was evaluated after its first year (1989-90) of offering limited-English-proficient Spanish-speaking students individual and group counseling, college and career guidance, family assistance, and youth leadership development. Services were also given to families and to students who were pregnant, parenting, or in temporary living arrangements. The program served 677 students attending George Washington, Morris, Newtown, and East District High Schools in New York City. ASPIRA, a community-based organization, was in charge of organizing, supervising, and implementing this program. Project AWARE met its objectives in compliance and parental involvement, and partially met its objective for attendance. However, the project did not meet its objective for increasing the grade passing rate. Specific recommendations were made for improving service delivery. Statistical data are presented in one table. (SLD)

ED 336 483 UD 028 237

Bilingual Education and Academic/Career Outreach for Newcomers (Project BEACON). 1989-90 Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 90
NOTE- 14p.; For the 1988-89 report, see ED 323 747.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Asian Americans; *Bilingual Education; *Career Education; Chinese; English (Second Language); High Schools; *High School Students; Korean; *Limited English Speaking; Outreach Programs; *Parent Participation; Program Evaluation; Spanish Speaking; Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education; *Project Beacon

Project Bilingual Education and Academic/Career Outreach for Newcomers (BEACON) was evaluated at the completion of its final year (1989-90) of funding under Title VII of the Elementary and Secondary Education Act. Offering services to limited-English-proficient (LEP) students who were speakers of Chinese, Spanish, and Korean. During the 1989-90 year, 1,087 students received instruction in English as a Second Language (ESL), Native Language Arts (NLA), bilingual content areas, and career subjects. The project also developed instructional materials and offered staff development and parental involvement activities. Project BEACON was implemented at John Bowne, Newton, Francis Lewis, and Forest Hills High Schools (Queens). It met the following objectives: (1) ESL, (2) NLA, (3) content area subjects, (4) career education, (5) dropout prevention, (6) curriculum development, and (7) parental involvement. Statistical data are presented in one table. (SLD)

ED 336 484 UD 028 238

Rosales-Kufrin, Rosario S.
Caste, Collusion, and Conflict: An Ethnographic Study of Factors Affecting the Dropout Rate of Mexican Origin Students in a Barrio Elementary School in Chicago.
PUB DATE- Apr 91
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Dropout Rate; Educational Environment; Elementary Education; *Elementary School Students; Ethnography; Etiology; *Family Environment; High Risk Students; *Mexican Americans; Neighborhoods; Parents; Potential Dropouts; Urban Schools
IDENTIFIERS- *Barrios; *Chicago Public Schools IL

A multidimensional perspective is provided of the achievement and educational experiences elementary school students of Mexican origin in a major northern city. To deepen understanding of the complex interplay of factors that ultimately cause many of these students to become educational casualties, traditional research methods of ethnography were used, including long-term on-site participation and observation, open-ended interviews with eight student-parent pairs, and descriptive data. Five longitudinal case studies provided information on the lives and school experiences of these students who are at risk of dropping out of school. The data indicate that only in two cases were the students well on their way to successful completion of high school and beyond. It is concluded that dropouts are made, not born, and that the chain of events leading to dropping out of school is forged in elementary school, with consequences visible only later. The school success of children of Mexican origin is an interactively determined phenomenon that depends on the following three environments that mold the child: (1) family; (2) school; and (3) barrio (neighborhood, ward, or district). A list of 12 references and a summary of theories about caste, collusion, and conflict are appended. (SLD)

ED 336 485 UD 028 239

Poverty in the United States: 1988 and 1989. Current Population Reports, Consumer Income.
PUB DATE- Jun 91
NOTE- 393p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Groups; Demography; Economically Disadvantaged; Educational Attainment; Income; *Low Income Groups; National Surveys; One Parent Family; *Population Trends; *Poverty; Social Problems; *Socioeconomic Status; Statistical Data; Tables (Data); Trend Analysis; Urban Population; *Urban Problems; Work Experience
IDENTIFIERS- *Current Population Survey

This report presents social and economic characteristics of the population below the poverty level in 1988 and 1989 based on the March 1989 and 1990 Current Population Surveys. The poverty definition is that of the Office of Management and Budget, consisting of a set of thresholds that vary by family size and composition. The average poverty threshold for a family of four was 12,092 in 1988 and 12,675 in 1989. Data consist of cross classifications of poverty status by the following characteristics: (1) age, (2) race, (3) Hispanic origin, (4) family relationships, (5) educational attainment, (6) work experience, and (7) type of income received. The tables presented primarily focus on the country as a whole, but some tables present data by region and type of residence. These tables demonstrate that around 31.5 million persons were below the poverty level in 1988 and 1989, representing a poverty rate of approximately 13%. About 52% of families below the poverty level were maintained by women with no husband present. The poverty rate in central cities was 18.1%, compared with 8.0% in suburban areas, and about 59% of the poor lived in central cities. Forty-three tables and two bar graphs present statistical data. Five appendices with 13 tables give supplemental information on data collection. (SLD)

ED 336 486 UD 028 242

Feng, Jianhua
Assessing the Culturally Different: Cultural Factors in the Clinical Assessment of Asian-Americans.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Asian Americans; Chinese Americans; *Clinical Diagnosis; *Cultural Differences; Cultural Influences; Culture Fair Tests; Diagnostic Tests; Ethnic Bias; Ethnic Groups; *Evaluation Problems; Minority Groups; *Personality Assessment; Psychological Evaluation; *Psychological Testing; Racial Differences; Testing Problems

The impact of cultural variables on the clinical and personality assessment of Asian Americans is discussed, with emphasis on Chinese Americans. Any assessment procedures must take into account the diversity of Asian Americans, who belong to more than 29 distinct subgroups that are heterogeneous in language, religion, custom, degree of acculturation, and socioeconomic status. Asian Americans have generally been inadequately represented in normative samples of standardized traits, resulting in a negative framework that labels Asian Americans globally and interprets differences from the norm as deficits in ability or character. Cultural values can affect the thematic values of tests and clinical interviews, as well as perception. Clinicians who differ in language or culture from their clients may encounter difficulties in assessment, including difficulties in translation. Diagnosis should move from the delineation of trait and typology toward becoming a tool for intervention. Cultural views must be understood as they affect adaptation and the development of cognitive and emotional skills. An 11-item list of references is included. (SLD)

ED 336 487 UD 028 243

Amuleru-Marshall, Nancy
Infusion of African and African-American History and Culture into the Atlanta Public Schools Curriculum. Evaluation Report 1988-1990. Report No. 6, Vol. 25.
PUB DATE- Dec 90
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- African History; Black Culture; *Black History; Blacks; Black Studies; Community Education; *Cultural Background; *Curriculum Development; Educational Change; Elementary Secondary Education; *History Instruction; Inservice Teacher Education; Outcomes of Education; *Pilot Projects; Program Evaluation; School Districts; Staff Development; Urban Schools
IDENTIFIERS- *African Americans; *Atlanta Public Schools GA

In April 1988, the Atlanta (Georgia) Public Schools initiated a plan to reconstruct the history curriculum through the infusion of African and African-American historical and cultural content. The model called for the following activities: (1) staff development; (2) curriculum revision and development; (3) acquisition and development of resources; (4) provision of enrichment activities for students; and (5) community education and involvement. In 1989, the program was piloted across grade levels in 17 schools and in selected classrooms in 7 other schools. As of October 1990, 1,318 staff members had completed the 30-hour training course, and 34 teachers had received 90 hours of training to prepare them to assist in program implementation and curriculum writing. Curriculum learning objectives were written and disseminated. At the end of the pilot year, student outcomes were generally positive, with student knowledge at a slightly higher level in pilot schools than that found in non-pilot schools. Students found the infusion content important, motivating, and a source of pride. The majority of teachers found the program important and considered that students responded favorably. Community education was cited as an area for improvement. Revitalization of the advisory committee, completion of training and curriculum delivery, and more comprehensive assessment of student knowledge and attitudes were recommended. Statistical data are presented in 10 tables. Five appendices provide details of the pilot study and the evaluation methodology. (Author/SLD)

ED 336 488 UD 028 244

Ruffin, Minnie R.; And Others
ScholarshipBuilder Program, Second Annual Report 1989-1990. Report No. 10, Vol. 25.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; Black Students; College Preparation; *Dropout Prevention; *Dropout Programs; *Elementary School Students; Elementary Secondary Education; Grade 1; *High Risk Students; Incentives; Minority Groups; Potential Dropouts; Program Evaluation; *Scholarships; Student Motivation; Urban Schools; White Students
IDENTIFIERS- *African Americans; *Atlanta Public Schools GA

The ScholarshipBuilder Program, an adopt-a-class program, began in November 1988 to encourage selected first-grade students to stay in school until graduation in the year 2000. Scholarships will be provided by Merrill Lynch, Incorporated, for students who go on to college, and a one-time stipend will be provided to students who enter the military or become employed full-time immediately after graduation from high school. Atlanta is one of 10 cities participating in the ScholarshipBuilder Program nationwide. Twenty-five students from Capital View Elementary School in Atlanta (Georgia) were selected, including 3 white males, 10 African American males, and 12 African American females. A social worker from the Atlanta Public Schools and a social worker from the Atlanta Urban League were assigned to work with these students, their families, and the teaching staff. Second-year program activities were evaluated and the status of students after 2 years is described. At the end of the two program years, five students had moved from the Atlanta schools, but were in other schools in Georgia. Four students originally deemed at-risk academically remained in the at-risk group, while three were no longer in this category, and one had moved into this category. Recommendations for assistance for these students and for program continuation are provided. An appendix contains an achievement profile for program students. (SLD)

ED 336 489 UD 028 245

Goplerud, Eric N., Ed.
Breaking New Ground for Youth at Risk: Program Summaries. OSAP Technical Report 1.
PUB DATE- 90
NOTE- 179p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; American Indians; Asian Americans; *At Risk Persons; Blacks; *Demonstration Programs; Drug Abuse; *Ethnic Groups; Etiology; *Federal Programs; Hispanic Americans; Intervention; Minority Groups; Models; Prevention; Program Descriptions; *Substance Abuse; *Urban Youth; Whites

This document is the first in a series of technical reports concerning the high-risk youth demonstration grants of the Office for Substance Abuse Prevention (OSAP). The report summarizes the 130 demonstration grants funded in 1987 to develop, test, and evaluate promising approaches for working with high-risk youth. These approaches involve prevention, intervention, and treatment programs for individuals and groups, as well as comprehensive community-wide projects. The project name, agency, contact, target population, project area, and synopses are included for each grantee. In 56% of the grants, the target population is a minority group. Multiethnic groups that include whites are the target group of an additional 41% of the grants. The etiology of alcohol and other drug use and prevention are discussed, with a review of pertinent research. Summaries describe the models used to reduce the prevalence and incidence of alcohol and other drug problems among specific populations. They also present the outcomes expected by grantees and the contributions being made by each program to the prevention field. Summaries are listed in the following categories: (1) Asian/Pacific Islanders; (2) Blacks; (3) Hispanics; (4) Native Americans; (5) White Americans; (6) multiethnic (minority); and (7) multiethnic (including Whites). Two figures, statistical data on six graphs, and a 157-item list of references is included. (SLD)

ED 336 490 UD 028 247

Farivar, Sydney
Intergroup Relations in Cooperative Learning Groups.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 91
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; *Classroom Techniques; Comparative Analysis; *Cooperative Learning; Cooperative Planning; *Ethnic Relations; Grade 7; *Group Activities; Hispanic Americans; Intermediate Grades; Interpersonal Competence; Junior High Schools; *Middle Schools; Minority Groups; Secondary School Teachers; Sex Differences; *Teamwork; White Students

This study investigated the impact of a sequence of social relationship activities on regard for classmates and teammates in middle school (grade 7) mathematics classes using cooperative learning. The sample consisted of 184 students (55% Hispanic American, 27% White, 14% Black, and 3% Asian American) in a city in Los Angeles County (California). Two teachers each taught three classes; each teacher taught two experimental treatment (cooperative learning) classes and one conventional (comparison) class. Activities were sequenced and related to the following stages of group development: (1) class-building; (2) preparation for group work/team-building; (3) communication; and (4) cooperation and helping behaviors. Students in experimental groups also received instruction in effective explaining and problem solving. Overall, the sequence of interventions was effective in increasing students regard for one another. Class-building increased students regard for classmates, and team-building and activities to prepare for group work were effective in increasing students regard for teammates and cross-ethnic and cross-gender regard. The differences between classes demonstrate how cooperative learning can differ in practice even when teachers have the same instructions and students have the same activities. Statistical data are presented in 12 tables. A 33-item list of references is included. (SLD)

ED 336 491 UD 028 263

Knapp, Michael S.; And Others
What Is Taught, and How, to the Children of Poverty. Study of Academic Instruction for Disadvantaged Students. Interim Report from a Two-Year Investigation.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 91
NOTE- 293p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Classroom Techniques; *Disadvantaged Youth; *Educationally Disadvantaged; Elementary Education; Elementary Schools; *Elementary School Students; Grade 1; Grade 3; Grade 5; Instructional Effectiveness; Instructional Innovation; *Literacy Education; Longitudinal Studies; *Mathematics Instruction; Poverty; Remedial Instruction; Research Reports; Teacher Role

A major study of mathematics and literacy instruction in schools that serve children of poverty is currently being conducted to determine more effective educational practices. The following principal questions are addressed: (1) what new approaches are being attempted in schools serving children of poverty; (2) which of these approaches hold promise; and (3) what combination of factors supports the introduction of promising instructional approaches. This interim report provides preliminary answers by describing current practices in first-, third-, and fifth-grade classrooms in 15 elementary schools in 3 urban, 1 suburban, and 2 rural districts that serve large numbers of children from low-income families. Descriptive results are given for the first 2 years of data collection; final analysis of outcomes will be issued in fall 1991. The following major findings are presented: (1) many teachers are engaged in modest departures from conventional assumptions about instruction in reading, mathematics, and writing; (2) a small number of teachers has made, or is attempting, more fundamental shifts in practice; and (3) state and district requirements and support systems at the school and district levels appear to play critical roles in enabling or inhibiting teachers adoption of instructional alternatives. The preliminary findings indicate goals that can be achieved by teachers in schools perceived to be doing an average to good job of educating low-income children. Statistical data are presented in 23 tables. A list of 16 references, methodological notes, and 2 data-gathering instruments are appended. (SLD)

ED 336 492 UD 028 265

Madden, Nancy A.; And Others
Success for All: Multi-Year Effects of a Schoolwide Elementary Restructuring Program. Report No. 18.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Comparative Analysis; *Disadvantaged Youth; Educationally Disadvantaged; Elementary Schools; *Elementary School Students; *High Risk Students; Outcomes of Education; Primary Education; Program Effectiveness; Program Evaluation; *Reading Achievement; *School Restructuring; *Urban Schools

This document presents the effects of variations of a schoolwide restructuring program, Success for All, on student reading achievement and other outcomes in elementary schools serving large numbers of disadvantaged students. Success for All includes the following elements: (1) research-based preschool and kindergarten programs; (2) beginning and intermediate reading programs in grades 1 through 3; (3) one-to-one tutoring to low-achieving students; and (4) family support programs. A total of 7 schools and 3,750 students were studied. The schools varied in location (Baltimore and Berlin, Maryland; and Philadelphia, Pennsylvania), levels of resources available, and duration of program implementation (1-3 years). Comparisons with matched students from other schools indicated strong positive effects on most individually administered reading measures in most schools, especially for students who have been in the program since the first grade. Particularly large effects were found on students who were in the lowest 25 percent of their grades on pretests. Retentions in grade and special education placements were reduced in high-resource schools. These results were interpreted to indicate that Success for All can have substantial effects on student achievement, and that the goal of success for every student may be feasible in the fully funded form of the program. Statistical data are presented in six tables. A 23-item list of references is included. (Author/SLD)

ED 336 493 UD 028 266

Karweit, Nancy L.
Repeating a Grade: Time To Grow or Denial of Opportunity? Report No. 16.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Failure; Comparative Analysis; Educational Research; Elementary Education; *Grade Repetition; *High Risk Students; Literature Reviews; *Low Achievement; Meta Analysis; *Research Problems; Research Reports; Student Promotion
IDENTIFIERS- *Social Promotion

This report examines the limitations of research that has been conducted on the effects of retention and social promotion. It reexamines seven research studies that provide strong evidence based on strong methodology that includes the following three characteristics: (1) the studies identify the basis of comparison, that is, whether they are comparing the achievement of retained versus promoted students at the same age or same grade level; (2) the studies identify the specific kind of educational program that students receive after either retention or promotion; and (3) the studies examine the long-term effects of retention and promotion. It is concluded that neither retention nor social promotion is a satisfactory response to the need to provide appropriate instruction for low performing students. Two tables present summaries of the studies and their effect sizes. A 29-item list of references is included. (Author/SLD)

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